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DOCUMENTS

OF THE

ASSEMBLY

OF THE

STATE OF NEW YORK.

ONE HUNDRED AND TENTH SESSION.

1887.

VOLUME I.—Nos. 1 to 7, INCLUSIVE.



ALBANY:
THE ARGUS COMPANY, PRINTERS
1887.

STATE OF NEW YORK.

No. 1.

IN ASSEMBLY,

JANUARY 4, 1887.

LIST OF MEMBERS

OF THE ASSEMBLY OF THE STATE OF NEW YORK FOR
1887.

| County. | District. | Name. |
|--------------------------|-----------|-----------------------|
| Albany..... | 1 | Horace T. Devereux. |
| | 2 | Vreeland H. Youngman. |
| | 3 | William J. Hill. |
| | 4 | John T. Gorman. |
| Allegany..... | | Washington Moses. |
| Broome..... | | Isaac C. Edson. |
| Cattaraugus..... | 1 | Frederick W. Kruse. |
| | 2 | Erastus S. Ingersoll. |
| Cayuga..... | 1 | Frank M. Parsons. |
| | 2 | Coral C. White. |
| Cuautauqua..... | 1 | Dana P. Horton. |
| | 2 | George H. Frost. |
| Chemung..... | | Robert P. Bush. |
| Chenango..... | | Ralph Taylor. |
| Clinton..... | | George S. Weed. |
| Columbia..... | | John C. Hogeboom. |
| Cortland..... | | W. T. Tisdale. |
| Delaware..... | | David L. Thomson. |
| Dutchess..... | 1 | William H. Masse. |
| | 2 | John I. Platt. |
| Erie..... | 1 | William F. Sheehan. |
| | 2 | Frank M. Giese. |
| | 3 | Edward Gallagher. |
| | 4 | Henry H. Guenther. |
| | 5 | Edward K. Emery. |
| Essex..... | | S. G. Prime. |
| Franklin..... | | Floyd J. Hadley. |
| Fulton and Hamilton..... | | Alden W. Berry. |
| Genesee..... | | Charles A. Seaver. |
| Greene..... | | Francis G. Walters. |
| Herkimer..... | | P. H. McEvoy. |

[Assem. Doc. No. 1.]

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| County. | District. | Name. |
|------------------|-----------|------------------------|
| Jefferson | 1 | Anson S. Thompson. |
| | 2 | Edward B. Bulkley. |
| Kings..... | 1 | Moses J. Wafer. |
| | 2 | William H. McLaughlin. |
| | 3 | Peter K. McCann. |
| | 4 | Henry F. Haggerty. |
| | 5 | James A. McMahon. |
| | 6 | Thomas F. Farrell. |
| | 7 | John Reitz. |
| | 8 | John H. Bonnington. |
| | 9 | Alexander S. Bacon. |
| | 10 | John B. Longley. |
| | 11 | James P. Graham. |
| | 12 | Richard V. B. Newton. |
| Lewis..... | | Rutson Rea. |
| Livingston | | William Y. Robinson. |
| Madison | | William S. Leete. |
| Monroe..... | 1 | Fletcher A. Defendorf. |
| | 2 | Edward W. Maurer. |
| | 3 | George W. Sime. |
| Montgomery | | Robert Wemple. |
| New York.. .. | 1 | Daniel E. Finn. |
| | 2 | Timothy D. Sullivan. |
| | 3 | James E. Power. |
| | 4 | Jeremiah Hayes. |
| | 5 | Michael Brennan. |
| | 6 | William J. McKenna. |
| | 7 | George H. Henry. |
| | 8 | Charles Smith. |
| | 9 | John Martin. |
| | 10 | George F. Langbein. |
| | 11 | Robert Ray Hamilton. |
| | 12 | Leonard A. Giegerich. |
| | 13 | William P. Mulry. |
| | 14 | Jacob Kunzenman. |
| | 15 | George H. McAdam. |
| | 16 | Edward P. Hagan. |
| | 17 | William Dalton. |
| | 18 | John F. Kenny. |
| | 19 | Eugene S. Ives. |
| | 20 | William H. Hornidge. |
| | 21 | Ernest H. Crosby. |
| | 22 | John F. McIntyre. |
| | 23 | Jacob A. Cantor. |
| | 24 | John B. Shea. |
| Niagara | 1 | Christian F. Goerss. |
| | 2 | Peter A. Porter. |
| Oneida..... | 1 | Benjamin Hall. |
| | 2 | Robert W. Evans. |
| | 3 | John C. Davies. |
| Onondaga..... | 1 | Hector B. Johnson. |

| County. | District. | Name. |
|-------------------|-----------|----------------------|
| Onondaga. | 2 | Alfred E. Stacey. |
| | 3 | Thomas McCarthy. |
| Ontario..... | | Edward P. Babcock. |
| Orange..... | 1 | Robert H. Smith. |
| | 2 | George W. Greene. |
| Orleans..... | | Samuel A. Bates. |
| Oswego..... | 1 | Henry C. Howe. |
| | 2 | D. E. Ainsworth. |
| Otsego..... | 1 | Lowell S. Henry. |
| | 2 | Frank B. Arnold. |
| Putnam..... | | Henry Mabie. |
| Queens..... | 1 | Joseph Fitch. |
| | 2 | William J. Hines. |
| Rensselaer.. | 1 | M. F. Collins. |
| | 2 | J. Irving Backus. |
| | 3 | James Ryan, Jr. |
| Richmond..... | | Edward A. Moore. |
| Rockland..... | | George Dickey. |
| St. Lawrence..... | 1 | N. Martin Curtis. |
| | 2 | William H. Kimball. |
| | 3 | George Z. Erwin. |
| Saratoga | 1 | John H. Burke. |
| | 2 | Bartlett B. Grippin. |
| Schenectady..... | | Edward D. Cutler. |
| Schoharie..... | | Emory Stevens. |
| Schuyler | | Fremont Cole. |
| Seneca..... | | William L. Sweet. |
| Steuben..... | 1 | A. C. Brundage. |
| | 2 | Charles D. Baker. |
| Suffolk..... | | Henry A. Reeves. |
| Sullivan | | Martin A. Smith. |
| Tioga..... | | Jonathan C. Latimer. |
| Tompkins | | Walter G. Smith. |
| Ulster..... | 1 | Thomas Maxwell. |
| | 2 | W. I. Van Demark. |
| | 3 | Davis Winne. |
| Warren..... | | James C. Eldridge. |
| Washington..... | 1 | J. Warren Fort. |
| | 2 | James H. Manville. |
| Wayne..... | 1 | Charles T. Saxton. |
| | 2 | Barnet H. Davis. |
| Westchester ... | 1 | J. Irving Burns. |
| | 2 | Samuel Conover. |
| | 3 | James W. Husted. |
| Wyoming..... | | Edward A. Pierce. |
| Yates..... | | George R. Cornwell. |

ANNUAL MESSAGE

OF THE

G O V E R N O R

OF THE

STATE OF NEW YORK.

TRANSMITTED TO THE LEGISLATURE JANUARY 4, 1887.

ALBANY:
THE ARGUS COMPANY, PRINTERS.
1887.

STATE OF NEW YORK.

No. 2

IN ASSEMBLY,

JANUARY 4, 1887.

GOVERNOR'S MESSAGE.

STATE OF NEW YORK:

EXECUTIVE CHAMBER,

ALBANY, *January 4, 1887.* }

To the Legislature:

The Constitution of our State requires that the Governor "shall communicate by message to the Legislature at every session the condition of the State, and recommend such matters to them as he shall judge expedient."

This duty I proceed to discharge this year in the briefest manner possible, having in previous annual messages very fully, and at considerable length, expressed my views upon the various questions affecting the State. I may, however, take occasion during the session to communicate with you by special message more frequently than has heretofore been the custom, upon such matters as may arise from time to time, or upon subjects in relation to which some suggestions may hereafter be deemed especially desirable and expedient.

RENEWAL OF PREVIOUS RECOMMENDATIONS.

Before referring particularly to the condition of the State or making any new suggestions, I may be permitted to call your attention to those made by me in previous annual messages, upon which no final legislation has yet been perfected. Some of these were embodied in bills which passed one house, but failed in the other; others have been largely discussed, but no effective action taken thereon, while a few have not been considered at all.

It is not deemed inappropriate at this time to respectfully renew such recommendations (some sixteen in number), and invoke for them again your careful consideration. They are as follows:

First. A permanent system for the employment of prison labor.

This recommendation is not, however, intended to include or favor the reinstatement of the contract system, or any other plan that is equivalent to it. The Legislature of 1883 permitted the people to vote upon the question of the abolition of the contract system, and they having by a large majority expressed themselves as opposed to its continuance, it becomes our duty to respect their verdict. Some other system must be devised which should be substantially free from the objections which were urged to the contract system. My views as to the general features which should characterize whatever plan may be proposed are so well known, and have been so frequently expressed to the Legislature, that any further suggestions upon this subject at this time seem unnecessary.

Second. A measure providing for spring municipal elections in the city of New York.

Such measure should be simple and distinctive, and should not be complicated with any other schemes. It should be essentially a spring election law, and nothing more. It should provide for municipal elections once in two years, rather than annually, thereby avoiding the expense and the loss of public interest incident upon too frequent elections ; it should not interfere with the terms of office of present incumbents ; it should fix a date for such elections that will accommodate the great majority of the people, and facilitate rather than retard their free exercise of the elective franchise.

Third. An amendment to the election laws of the State so as to permit naturalized citizens to be registered without the production of their naturalization papers, in case of the loss or destruction of such papers, and making their oath or affidavit conclusive evidence of citizenship for the purposes of registration. The necessity for this amendment was fully explained in my annual message of 1885, to which the Legislature is respectfully referred. The propriety of placing naturalized citizens upon an equality with the native born, in the matter of affording equal facilities for honest registration and honest voting, cannot seriously be questioned by unprejudiced men. It is submitted that justice in this respect should not longer be delayed.

Fourth. A general law for the incorporation of trust companies.

Last year five special acts were passed for the incorporation of as many different trust companies, from which

I felt compelled to withhold my approval. Each conferred different powers and imposed different restrictions and established a different liability for the respective companies, and such acts constituted special legislation of the most objectionable character. Such companies should be organized under general laws which should authorize the assumption of uniform powers and liabilities by each company, and it should be provided that the administration of the affairs of all trust companies should be subjected alike to the supervision, regulation and inspection of the Superintendent of the Banking Department.

The system of general legislation contemplated by the Constitution will never be perfected so long as the Legislature each year favorably listens to the desire and claims of interested parties for special acts.

Fifth. An amendment to the General Assignment Act, for the purpose of preventing unjust favoritism, unfair discriminations, and an inequitable distribution of the debtor's property.

These evils can be cured in a measure at least, by limiting the preferences which a debtor has the right to make, to a certain portion of the assigned estate, or forbidding them altogether except in the single instance of wages of employes. The preferences (other than the exception mentioned) which are now by the policy of the law allowed to be made, are a fruitful source of litigation, and the occasion of much injustice. The power being subject to great abuse, it should either be properly restricted or entirely abrogated.

Sixth. An act providing for the selection of a special counsel for the Legislature, whose duties shall be to

prepare in legal form all bills to be introduced by any member, to give advice to members and to the various committees in reference to proposed legislation, to inspect the bills before their final passage, in order to detect errors, imperfections and mistakes, to suggest and frame the necessary amendments, and generally to act as the legal adviser of the Legislature as to matters of form.

Much valuable legislation is lost every year by reason of defective bills, hastily drawn and crudely prepared, and which might have been saved with the aid and assistance of such counsel.

Seventh. A revision of the tax laws of the State, whereby real and personal property shall be placed upon an equal footing for all purposes of taxation.

This subject was elaborately presented in the last annual message, and the arguments there urged need not be repeated here. The duty of the Legislature in the premises seems plain and unmistakable.

Eighth. A measure providing for a plain enumeration of the inhabitants of the State.

This is clearly demanded by the Constitution. It cannot be refused without a violation of the Constitution. The provisions of that instrument requiring a simple enumeration of the inhabitants every ten years, upon which to base an apportionment, are as obligatory and as essential of fulfillment as are those which direct that a Constitutional Convention be now held. One requirement can be refused as well as the other. The fulfillment of both is alike demanded by every consideration of honor and good faith.

The Constitution does not exact a census. An enumera-

tion, and that alone, is all that it directs. The word "census" cannot be found in the Constitution. The failure of previous Legislatures to direct a plain enumeration—and nothing else—cannot be justified. It admits of no apology or excuse. The constitutional duty is not performed by exacting something which the people do not want, to wit: a census or collection of elaborate statistics of no practical value—and which the Constitution does not require—and incorporating and confusing it with an enumeration measure, and refusing to pass anything else.

What the people desire and have the right to demand is a simple enumeration, which will only cost them the sum of \$80,000 or thereabouts, rather than an elaborate and complicated census which it has been demonstrated would cost them the sum of over \$400,000.

The question is a simple one, and it cannot be made clearer by reiteration.

This constitutional duty neglected or refused in 1885 can be performed now. This is common sense—it is in accordance with precedents, and the principle involved has been adjudicated by the courts. No good reason exists why the present Legislature should not perform its plain and bounden duty in this regard. No party can long retain power which refuses a fair enumeration of the people, solely in order to prevent an honest reapportionment of the State. Political control may be retained by such methods for a time, but sooner or later the wrong will be righted. If this Legislature does not assume the honor and credit of doing it, some other Legislature, in the near future, surely will.

Ninth. The creation of a commission to revise the charter of the city of New York.

This is recommended as preferable to a renewal of the attempts which are annually made to secure needed amendments by piece-meal. Instead of such usually futile efforts at reform, there should be a systematic endeavor to perfect a new and revised charter, carefully prepared and well considered, which shall absolutely guarantee to that city complete local self-government.

The administration of the city government should be divorced as much as possible from the State government. There should be essentially home rule in reference to strictly local affairs.

The necessity for a revision of the city charter, in order to accomplish such desired results, is conceded. The Mayor should be vested with more extensive powers; the various departments should be mainly single-headed; the terms of office of such department officials should be co-extensive with that of the Mayor, and no longer; the Mayor should have the absolute power of removal, for cause, of all department officials appointed by him, and such removal should not be subject to the approval of the Governor; many offices now appointive should be elective, and the people should be more thoroughly trusted in the management of their own municipal affairs.

If powers are sometimes abused, it does not follow that they should be wholly withdrawn. A proper form of municipal government should be established to which there should be given a steadfast adherence. The fact that bad men are occasionally elected furnishes no

argument for the changing of a system to which there is otherwise no objection.

The authorization of the appointment of a competent commission, limited in number but composed of former Mayors, Corporation Counsels, Comptrollers or others familiar with the city government, together with a few leading citizens of each party, and intelligent representatives of all classes and interests, to frame and report a new charter, would unquestionably lead to the preparation of an improved and reasonably satisfactory one, and would be a progressive and practical step in the cause of municipal reform. It is, of course, understood that the commission so appointed should submit its report to the Legislature for adoption.

The difficulty is that heretofore there has been altogether too much vague talk of reform, and too many elaborate theories have been advanced with little or no practical effort to accomplish anything of real benefit to the city. It is submitted that the creation of a charter commission is something practical and worthy of immediate adoption.

Tenth. The abolition of the Regents of the University, and the transfer of most of their powers to the Department of Public Instruction.

Eleventh. The abolition of the State Board of Charities, and the concentration of its powers in a single office.

Twelfth. The abolition of the State Board of Health, and the vesting of its powers in one officer.

The last three measures (numbered tenth, eleventh and twelfth), were fully discussed in last year's message, and the reasons for their enactment fully set forth. It seems unnecessary to repeat the arguments then presented. It is sufficient to say that the essential object sought to be accomplished by

each of said measures is the same, namely, the proper concentration of power upon a single official in whom the full responsibility for official action should vest. The unification of the supervision of the educational interests of the State, involved in the abolition of the Regents, is especially desirable.

It is one of the great defects or evils in the present system of the discharge of public duties by large bodies or boards of officials, that there is no one who is personally, individually or solely responsible for whatever action is taken. A division of responsibility naturally begets looseness of administration. It is believed that power and responsibility should be united, and go hand in hand, and that thereby the efficiency, usefulness and economy of the public service will be greatly promoted.

Thirteenth. An enabling act for the purpose of enforcing that provision of the Constitution which declares that: "The free exercise and enjoyment of religious profession and worship, without discrimination or preference, shall forever be allowed in this State to all mankind."

Much legislation has been heretofore proposed, but none has ever been actually perfected to carry out this constitutional guaranty of religious freedom. There should be enacted whatever proper measure may be essential to fully and entirely secure the salutary objects intended to be accomplished by the provision of the Constitution above quoted.

Fourteenth. An amendment of the criminal law by providing for its more speedy enforcement in cases of murder in the first degree, by allowing an appeal directly, or in the first instance, from the court of Oyer and Terminer to the Court of Appeals.

Fifteenth. An act limiting, regulating and restricting the power of corporations in the issue of stock and bonds.

The manner in which corporations under existing laws are permitted to issue and place upon the market stock and bonds, representing little or no valuable consideration or equivalent actually paid in, and which, although not legally, yet, in effect, are a fraud upon the corporations as well as an imposition upon the purchasers and the public — presents a crying abuse and loudly calls for legislative interference.

Sixteenth. A general law providing specially for the incorporation of trades unions.

CONDITION OF THE STATE.

FINANCES.

The condition of the finances of the State is gratifying. The debt has been reduced \$134,650 during the past fiscal year, by the payment of \$100,000 Niagara Reservation Bonds and \$34,650 Canal Bonds. On the 30th day of September, 1886, the total funded debt was \$9,327,204.87, classified as follows :

| | |
|---------------------------------------|----------------|
| General fund (Indian annuities) | \$122,694 87 |
| Canal debt | 8,304,510 00 |
| Niagara Reservation bonds | 900,000 00 |
| | <hr/> |
| | \$9,327,204 87 |
| Aggregate Sinking Fund | 5,051,073 82 |
| | <hr/> |
| Total debt unprovided for | \$4,276,131 05 |
| | <hr/> <hr/> |

The increase of the annual expenses required for the government of the State is a matter for serious consideration.

While the tax rate for the fiscal year is $2\frac{95}{100}$ mills and that of last year was $2\frac{96}{100}$ mills, there was in fact no reduction of taxation, as the taxes levied last year amounted to \$9,160,405.11,

and those of this year to the sum of \$9,512,812.91, showing an increase of \$352,407.80, and this, notwithstanding the fact that not a dollar was appropriated towards the completion of the Capitol, and the amount necessarily required to prevent the prisoners in the State prisons from being kept in idleness was refused, and several other equally meritorious appropriations demanded by the best interests of the State at large were rejected, while local appropriations, in which particular localities were specially interested, were granted with exceeding liberality, and to such an extent that I felt compelled to withhold my approval from items, mainly of that character, amounting in the aggregate to the sum of \$326,747, which, if they had not been disapproved, would still further have swelled the taxation of the present fiscal year.

The exercise of a wise economy in all the departments of the State government is imperatively demanded. The expenses of the Legislature are annually increasing, augmented by long sessions, which are occasioned in great part by the vast volume of local and special legislation enacted, much of which, it would seem, might well be avoided or prevented by the passage of general laws.

TAXATION.

During the past few years additional schemes of taxation have been adopted which have proved successful and brought new sources of revenue to the treasury. These are the Corporation Tax Law, whereby a direct State tax is laid upon certain corporations, the amount received from this tax alone during the fiscal year being the sum of \$1,376,061.44; the tax on collateral inheritances under the act of 1885, which realized the sum of \$84,128.92 during the fiscal year; the

special tax on the organization of corporations, which only went into effect on April 16, 1886, and from which was received, up to September 30, last, the sum of \$53,600.06, and up to this date the sum of \$48,061.77 additional, making a total of \$101,661.83. Last year an act was passed which went into effect on May first, whereby a small sum was required to be paid for the benefit of the State by each Notary Public upon his acceptance of the office, and there has been already realized from this source alone the sum of over \$4,300, and it is estimated that this special tax will annually produce not less than \$25,000, being more than sufficient to pay the entire annual expenses of the Executive Department.

It would seem to be desirable that other and new methods of raising revenue should be devised, in order to relieve the people from the burdens of increased direct taxation. While the times are slowly but steadily improving, our taxpayers feel keenly the necessity of continued retrenchment, and every possible reduction of taxation will be greatly appreciated at the present time.

Another form of special taxation has been suggested, which is to require a specific tax to be paid upon all contracts for the sale of stocks, or bonds of corporations, or for the sale of petroleum, drugs, cotton, tea, coffee, pork, grain and other produce, which contracts are popularly known as the transactions of "bucket shops," so-called, wherein such property so assumed to be sold or purchased is not understood in fact to be sold or purchased or intended to be transferred or delivered, but the transactions are in effect, though not in form, bets or wagers upon the future market prices of such property. These transactions are immense, and are increasing in amount throughout the State, and, being difficult to prevent

or to control by law, they could be restricted to some extent by being subjected to a special per centage tax, graded in proportion to the amount of the operations, and could be made to yield a handsome annual revenue to the State. Such a species of taxation would work no injustice to any legitimate business, and those who engage in such purely speculative and non-productive methods of obtaining a livelihood can easily afford to liberally contribute towards the expenses of the government of the State which protects or tolerates their peculiar vocation. It need hardly be stated that the legitimate business transactions of any regular broker, banker or commission merchant are not intended to be included in this suggestion for taxation, nor is it desired that they should be affected by the proposed legislation.

It is submitted that it should be the effort of the Legislature to devise means to lessen the present burden of taxation upon real estate, and, among other ways, by providing for the taxation of that species of property which now almost entirely escapes assessment, to wit: The indebtedness of corporations, joint-stock companies and associations, represented in the scrip, bonds or certificates of indebtedness issued by such bodies, and the imposition of a special tax thereon to be fixed by law and to be collected from such organizations by the Comptroller of the State. This plan is believed to be a simple but effective method of reaching a class of property heretofore wholly untaxed as against the bodies issuing the evidences of indebtedness mentioned, and practically not taxed at all as against any one, under the present defective method of taxation, whereby personal property so largely escapes all taxation. It is, of course, understood that the details of

the bill should provide against the possibility of any double taxation, which can easily be done.

The people will welcome any relief to taxation upon real estate, and approve any fair proposition the tendency of which is to equalize the burdens of taxation, and to compel personal property to bear its proper proportion of the expenses of government.

The assessed valuation of the personal property of the State, in 1875, was over four hundred and seven millions of dollars, and in 1885 it was only three hundred and thirty-two millions, showing a decrease in ten years of seventy-five millions. In one year alone — from 1884 to 1885 — there was a decrease of over thirteen millions. It is evident that this decrease has been upon the assessment-rolls alone, and that the value or amount of personal property in this State has not, in fact, decreased, and demonstrates that our tax laws are either grossly defective, loosely or fraudulently executed, or shamefully evaded.

A glance at the situation in other States and the comparisons afforded thereby, furnish ample evidence upon this subject.

In 1880, the assessed valuation of personal property in Massachusetts was over four hundred and seventy-three millions, being over one hundred and fifty-one millions more than the valuation of personal property in this State in that year. In the same year the personal property in Ohio was assessed at over four hundred and forty millions of dollars, being one hundred and eighteen millions, or thereabouts, in excess of the assessment of the personal property in our State in that year. In Ohio the personal paid about forty-two per cent of the State tax. In Massachusetts it paid about forty-

two and sixty-one one hundredths per cent; in Indiana, with a personal valuation of one hundred and eighty-nine millions, or thereabouts, it paid about thirty-five per cent; in Illinois, with a personal valuation of about two hundred and eleven millions, it paid about thirty-seven per cent, while in the great State of New York, embracing the city of New York, wherein is believed to be concentrated and possessed a large share of the wealth of the country, the personal property, in the year 1830, paid but about fourteen per cent of the State tax, and in the year 1884 only about eleven and forty-seven one hundredths per cent of such tax. The remedy for these glaring inequalities was distinctly pointed out in the message of last year.

THE CONSTITUTIONAL CONVENTION.

The people at the recent election having voted in favor of the holding of a constitutional convention, it becomes the duty of the Legislature, at this session, in obedience to the mandate of the Constitution (Art. XIII, Sec. 2), to "provide by law for the election of delegates to such convention." The number of delegates of which such convention shall be composed, their qualifications and compensation, the manner of their election and the territory or districts which they shall represent, the time of their assembling, and other important matters of detail are not laid down or prescribed in the Constitution itself, but are left to the discretion of the law-making power, to be manifested and declared in a statute now to be enacted. It is essential that these details be not hastily or lightly determined, but only after most careful and deliberate consideration, as the ultimate success of the work of the convention

may much depend upon the manner of the disposition of these preliminary questions.

The convention of 1821 was composed of one delegate elected from each Assembly district in the State. The convention of 1846 was chosen in the same manner, and consisted of one hundred and twenty-eight members, corresponding to the number of Assembly districts. The convention of 1867 consisted of one hundred and sixty members, of which one hundred and thirty-two were elected from Senatorial districts, (four from each district), and thirty-two were elected by the State at large, no elector being permitted to vote for more than sixteen delegates, the effect being that the delegates-at-large were thereby equally divided between the two principal political parties of the State.

While it is desirable that the convention be a sufficiently numerous body to enable all parties and classes, as well as all the varied and diverse interests in the State to be represented, or have a fair opportunity for representation, it may be questioned whether a somewhat smaller body than the last convention may not be preferable and tend to ensure more expeditious, efficient and satisfactory work. A convention of limited size, if chosen upon such a basis as to be thoroughly representative in its character, can as well express the sentiments of the people as a larger one, and seems in every respect more desirable. A smaller body tends to prevent tedious and unreasonable debate—can be more economically conducted, and can more readily accomplish practical results, while at the same time it is enabled to act with greater deliberation.

The last convention, by reason of its numerous member-

ship, was manifestly a cumbersome and unwieldy body, inclined to interminable discussion, and disposed to devote much time to the consideration of innovations of every conceivable character. Its sessions continued for almost nine months, and it cost the taxpayers of the State the sum of \$385,531, and its work was, finally, mainly rejected by the people.

The Constitutional Commission of 1872, composed of thirty-two members, sat but fourteen weeks, and cost only the sum of \$24,916, and its work was substantially all approved by the people.

It is believed that, so far as is possible, the various interests in the State should be represented in the convention, which should include not only the adherents of the two principal political parties, but the prominent representatives of the prohibition, license, woman suffrage, labor reform and anti-monopoly sentiment, as well as those identified with any other special interest of importance desiring changes in the organic law of the State, thereby rendering it emphatically the people's convention as contemplated by the Constitution. For this purpose it is deemed advisable that as many delegates be elected from the State at large as may be practicable, and experience seems to show that this method will also be more likely to secure a better class of delegates than the district system.

It is suggested that the convention should consist of one hundred and ten delegates, of which sixty-eight should be elected by districts, two from each congressional district, and forty-two should be elected from the State at large, no elector being permitted to vote for more than fifteen delegates, and the forty-two delegates, receiving respect-

ively the highest number of votes should be declared elected. This would probably secure fifteen delegates-at-large to each of the two principal political parties, leaving twelve delegates-at-large to be selected by other interests, and leaving the district delegates to be elected as the electors of the various districts should determine — either according to existing political divisions, or upon a non-partisan basis, or otherwise. If it should be deemed desirable to further adopt the system of minority representation, it might also be provided that in voting for district delegates each elector should vote for only one delegate, and the two candidates receiving respectively the highest number of votes in any district, should be elected.

It is submitted that the district delegates should be selected by Congressional, rather than Senatorial or Assembly districts, because the last apportionment made in the State (which was in 1883), related to Congressional districts and was based upon the federal enumeration of 1880, while there has been no apportionment of Senatorial or Assembly districts since 1879, which was based upon a State enumeration made in 1875—over eleven years ago—and it is admitted that the population of the several districts has greatly changed since that period.

It is assumed that in a matter of such vast consequence and importance as the revision of the Constitution, there will be no endeavor to obtain any supposed political or partisan advantage by a refusal to permit the people of the State to be fairly and equitably represented in their own constitutional convention according to the last enumeration and apportionment of its inhabitants.

A STATE GAS COMMISSION.

There has been much complaint of late years in regard to the alleged abuses and extortionate charges on the part of gas companies. Such complaint has not been confined to any particular section of the State, although it has principally come from the city of New York; and the general desire to remedy it in that city found expression in several measures which were passed by the Legislature last year, three of which were approved, but one of which I felt compelled to veto.

It is understood that the enactments which were approved have given a considerable measure of relief to the gas consumers of the city of New York, without, so far as can be discovered, doing injustice to the companies. The bill which was disapproved was not only seriously defective in many respects, but it established a special gas commission for that city alone, rather than a State Commission, and was, therefore, clearly objectionable. It also conferred upon such local commission certain extraordinary and dangerous powers.

It is suggested that the public demand for the correction of any abuses which may still exist, and which have not already been entirely remedied, may be met by the passage of a measure, not local in its character, but providing for the appointment of a State Commission, with power, under reasonable restrictions, to regulate and control the management of all gas companies throughout the State, to investigate all overcharges and other complaints; to report its recommendations to the Legislature, and, in general, to possess over gas companies powers somewhat

similar to those which the Railroad Commission of the State has over railroad companies; such commission to be maintained without cost to the State, but at the expense of the gas companies, in a manner analogous to that in which the Insurance Department and the Railroad Commission are now supported. It is believed that such a measure, carefully perfected in its details, as its importance requires, and aiming to do exact justice between the companies and the consumers, and protecting each in a fair and equitable manner would meet with no opposition from any source, and relieve the Legislature from the annual clamor for special legislation, and at once afford a satisfactory solution of many difficult questions pertaining to this subject.

The propriety of framing the proposed measure, so as to include within its provisions all electric and other lighting companies, is also suggested for your consideration.

THE INTERESTS OF LABOR.

Your attention is especially invited to the subject of the relations of labor to the State, and it is hoped that it may receive such wise and judicious consideration as its merits and the increasing interest which its discussion everywhere evokes, would seem to demand at your hands.

It is useless to shut our eyes to the fact that there seems to be a growing discontent among the industrial classes, at least in certain portions of the State, and especially in our large cities, and it is the province of those entrusted with authority to endeavor to alleviate and pacify it.

It is not believed that there exists any desire on the part of intelligent workingmen to overturn the foundations of society

or to imperil the peace and good order of the State. Their true interest lies in the preservation of our free institutions, in the security of property and the protection of chartered, as well as individual rights. They seek the correction of the wrongs of labor, but not by violence, anarchy, agrarianism or communism. They naturally and properly desire to benefit their condition in life, impelled by honest purposes and an enlightened self-interest, inherent in every enterprising and progressive man. They have no form of government or organization of society to suggest, inconsistent with the welfare of all the people, nor do they demand in their behalf any vague and incomprehensible schemes of Utopian progress.

What the thoughtful workingmen of the State want is not glittering generalities or fine-spun theories, but practical measures of relief. It should be our aim to study their wants, to respectfully and attentively listen to their complaints, to dispassionately discuss their proposed projects, and in a kindly spirit to intelligently distinguish between their real and their fancied grievances. It is believed that a more generous recognition of their claims to public positions would not only familiarize them with the duties and responsibilities of public trusts, and quicken their realization of the difficulties involved in attempting to furnish a panacea for all the evils incident to society, but would as well tend to bring about more harmonious relations between capital and labor, and between all classes of the people.

It is the growing impression, founded upon much truth, that offices are too frequently sought by and bestowed upon wealthy men who obtain them by the lavish and improper use of money rather than any real merit of their

own. This fact discourages men of moderate means from seeking official honors, and creates the conviction in the minds of workingmen that public positions are not within their reach.

The propriety of lessening the hours of the daily labor of workingmen, so far as the same can be properly controlled or regulated by law, is commended to your careful consideration.

It is the true policy of the State to elevate and dignify labor, not by exacting the greatest amount of toil that the laboring classes are capable of furnishing, but by legitimately encouraging every honest effort to improve their condition, and requiring that only reasonable hours of labor shall constitute a day's work, for which full and adequate compensation should be received.

The fact should be recognized that in all branches of business, and in all the activities of life, there is a growing tendency towards greater relaxation from toil, and more recreation, especially in certain seasons of the year. It may be safely asserted that where ten persons took a vacation during the summer months fifteen years ago, hundreds do so now, and yearly the number is increasing. While merchants, bankers, ministers, lawyers, physicians, teachers and other business and professional men take long vacations in summer or winter, and sometimes in both, such absences are usually impossible on the part of mechanics and workingmen, and any relief to them must come, if at all, in reduced hours of labor and more recreation at their own homes. Labor saving machinery, the appliances of science, and the general improvements of the age, coupled with the genius, skill and intelligence of our artisans and laborers,

have rendered unnecessary the constant and exacting toil and the great volume of labor which characterized the employments of our forefathers, and also have enabled us to dispense with much of the unremitting exertions which seemed to be required even a few years ago. The customs and habits of the people are changing with the growth of the country, and all alike should receive their just share of the benefits and advantages which arise from the changed condition of affairs and from the results which mark the progress of civilization.

The dignity of labor can best be preserved by insisting that labor shall be better compensated. Increased compensation will furnish greater facilities for education, more comfortable homes, more contented families and better opportunities for recreation, as well as tend to develop nobler aims and purposes on the part of workingmen, greater interest in the peace and prosperity of the State, and higher ideas of citizenship.

Poverty is one great source of discontent. Overwork, poorly recompensed, is another. It is, therefore, suggested that the demand of wage-workers for shorter hours and increased compensation presents a subject entitled to respectful consideration at your hands, to the end that such legislation may be enacted as may best aid the accomplishment of such benign results.

I had the honor of saying in my first annual message, in 1885, that: "It is evident that labor does not receive its fair proportion of the rewards which industry and honesty entitle it to share," and the sentiment will bear repetition. To provide a remedy for this inequitable condition of affairs, in so far as it can be corrected by the passage of just and

wholesome laws, may be deemed the duty as well as the pleasure of the Legislature.

Whether or not any reduction of the hours of daily labor is practicable or enforceable by statute, there can be no question as to the power of the Legislature to declare certain days to be legal holidays, and it may be advisable to establish by law additional holidays for the benefit of all, and especially for those who daily perform arduous and exacting labor, and in that view to designate every Saturday, or the half-day of every Saturday as legal and public holidays or half-holidays.

In many branches of business, especially in our large cities, every Saturday afternoon is practically regarded as a holiday, as active business substantially ceases at noon of that day, and there would seem to be no reasonable objection to extending this custom so that it should be legally applicable to all kinds of business and occupations, and afford a much needed relief to a large class of deserving people. If, for any reason, a half-holiday is legally or otherwise objectionable, the whole of every Saturday or every other Saturday could be thus set apart, and such objections obviated.

In any event, I recommend that the first Monday in September in each year, or some other day that may be deemed appropriate, may be made by statute a legal holiday, to be known as "Labor Day," and to be observed by all the people as a day of festivity and recreation, and devoted especially to the interests and welfare of labor.

I commend to your favorable consideration some measures looking to the greater safety and better regulation of the tenement houses in our large cities. An exhaustive investigation of the tenement house system in New York city,

in the year 1884, revealed the wretched condition of those who, from poverty, are forced to occupy dilapidated and ill-ventilated buildings, into which they are crowded by the criminal cupidity of the owners. This investigation resulted in the suggestion of valuable remedial legislation, but so far no bill has been passed and no relief secured. The helpless condition of these people, who are unable to prepare elaborate memorials praying for relief, and in whose interests no persistent counsel appear to urge legislation, should enlist the earnest and early efforts of the present Legislature.

There are many reasons which may be urged why the law in regard to the recovery of damages in case of the death of a person, caused by the negligence of another person or of a corporation, should be amended by removing the present restriction on the amount which may be recovered and increasing the same from \$5,000 to \$10,000.

It must be admitted that it is difficult to see why a party injured through the negligence of another should be permitted to recover full compensation in case he survives the injury, but in case of his death his wife and family or personal representatives should be restricted to the amount of \$5,000.

The statutes of the State should make no unfair discrimination against workingmen. Whatever sections of the Penal Code there are which, by a fair or even by a strained or harsh construction, can be interpreted to prevent laboring men from assembling, combining or agreeing in a peaceable and orderly manner, to act unitedly in the matter of wages, working or not working, patronizing others or not patronizing them, and otherwise

by their joint action illustrating the power of union, and protecting and enforcing their inherent and natural rights—such sections, if they are capable of being construed so as to adjudge such actions to be “conspiracies,” should be promptly modified. The public do not need the alleged protection of such objectionable laws, and workingmen should not be permitted to suffer under such restraints in their well-intentioned efforts to promote their welfare.

The laws in reference to the collection of wages should be amended by giving the workingmen the same remedies and facilities for the collection of their wages as are now afforded to women by recent statutes.

The propriety of authorizing the appointment of a special labor commission to examine the whole subject of the grievances of labor, to hear complaints and suggestions, to take evidence, if deemed necessary, and to recommend measures for adoption to this or the next Legislature, having for their object the promotion of labor interests and the welfare of the industrial classes, is commended to your thoughtful consideration.

The intelligent and deliberate determination and report of such a tribunal would unquestionably devise many desirable measures of relief, and remedy numerous existing grievances, and, at the same time, relieve the Legislature from the passage of many crude and imperfect bills relating to labor subjects which are annually presented for their consideration.

ADULTERATION OF FOOD.

Our statute books for many years have borne laws designed to prevent the manufacture and sale of adulterated food and drugs. Within a few years particular attention has been

directed to specific branches of the subject, and enactments have been made in relation to milk, butter, cheese, confectionery, hops, vinegar and canned goods. Those laws should be enlarged so as to include numerous other articles of consumption. The prevention of the sale of impure and fraudulent articles of food is of the greatest importance not only to the health of all, but as well to the commercial prosperity of the farmers and merchants of our State. Every person is a consumer and so interested on the score of health or economy, and on the latter account particularly those wage-earners the larger part of whose limited income is necessarily spent for food. The thousands of honest producers and distributors are also concerned, or should be, on the score of legitimate protection to trade.

In carrying out such laws as we have upon this subject good work is done by various departments of the State government and by the local boards of health in several of our cities, but some enlargement in the scope and effectiveness of these laws can well be made. Other countries have brief and simple enactments, which are believed to afford their people protection in a great measure from injurious ingredients in food, or at least to afford purchasers knowledge, by means of proper labels or conspicuous notices, of the composition and quality of the goods purchased.

I recommend that such laws as we have relating to the adulteration of food and drugs shall be amended where necessary, and be brought together in one general statute, and that power to enforce such a statute shall be vested in the State Board of Health, or in such single official as may be substituted for it, and I especially recommend that there

be incorporated therein some plan for the effective enforcement of such a law by the combined action of local boards of health throughout the State.

ARBITRATION OF LABOR DISPUTES.

The Legislature last winter very wisely inaugurated a system of arbitration as a means of legally settling labor disputes. This action was taken at the request of the labor organizations of the State, and a bill was passed entitled "An act to provide for the amicable adjustment of grievances and disputes that may arise between employers and employes, and to authorize the creation of a State Board of Arbitration," which measure met with prompt approval, and has since attracted widespread attention.

Under its provisions a competent State board was appointed by the Executive, which was unanimously confirmed by the Senate, and although the law has been in operation but a little over six months, and while the board at the start met with some obstacles in its work, as those for whose benefit the measure was specially enacted were somewhat suspicious of it, and reluctant to avail themselves of its beneficent provisions, yet latterly, as the law has become better understood and the true functions of the board have been comprehended and appreciated, its services have been repeatedly sought and it has amicably and with reasonable satisfaction adjusted many serious and important labor differences, and the wisdom of its creation is steadily becoming more apparent.

It is to be regretted that by the terms of the law the existence of the Arbitration Board is limited to one year. It is apparent that this period is not sufficient to afford a satisfac-

tory test of the real merits of the measure, and there now seems to be a general desire, particularly in labor circles, that the commission should be extended for a term of years in order that the advantages of this system of settling labor difficulties may be fully demonstrated. In view of the conceded and growing importance of the subject, I am inclined to recommend that such course be adopted.

MANUAL TRAINING IN SCHOOLS.

Not the least important element in the present status of the labor question is the apprenticeship and education of the growing youth, upon whose training and fitness for action so much of the future, both in national welfare and individual well-being depends. The decadence of apprenticeship is a fact full of serious and far-reaching consequences, and it is in accordance with a wise policy to seek a remedy. Apprenticeship laws are still extant on the statute books, but investigation proves that, to all intent and purpose, they are practically a dead letter. In the march of time the old apprenticeship system has been left behind. As machinery has advanced, apprenticeship has declined.

Any inquiry into the present and future prospects of labor necessarily involves some inquiry into education, its principles and its purposes. Reliable statistics prove that a large majority of all skilled workmen in this State are of foreign birth, but few native-born Americans being found in any of the more prominent industries, a fact full of significance and one that furnishes food for the most serious reflection; and without attempting, at this time, to enter into any general discussion of our present public school

system, there is, nevertheless, a conviction that it is largely responsible for our present condition in this respect. Education with us is not the privilege of the few but the right of the many, and the changes in the course of trade and business, in mode of travel and transmission, in our arts and manufactures generally, all suggest the necessity of changes in our methods of education. Our literary education, so to term it, comes far short of our needs. It seems hitherto to have been with a view to rudimentary general knowledge for commercial and professional pursuits, there being no adequate provision for the particular wants of the artisan and day-wage earner. There is an evident growing sentiment that public school education should not be limited to what is called "book-learning," but that there should also be some preparation for that labor to which a vast majority in all countries are destined. In our present industrial conditions any system of public education that does not fit our youth to earn a living is a failure. It is not believed that the present system, successful as it has been in the past, is sufficient for the future needs of our American youth; and I would therefore recommend making manual training, within certain limits, a part of the public school system, certainly in the cities and larger towns of the State, and also urge the necessity of a new and stringent apprenticeship law to meet the requirements and wishes alike of manufacturers and organized labor; a law that will be in harmony with our changed industrial conditions and in sympathy with that public sentiment which demands that our youth of both sexes shall be given an opportunity to compete with the imported skilled labor.

PROTECTION FROM RAILROAD FIRES.

The frequency of fires caused by locomotive engines, and the injuries sustained thereby, to the property along the lines of the railroads of the State, and the inadequacy of existing law to properly protect and indemnify the owners of such property, render the passage of some remedial statute in relation thereto peculiarly appropriate.

Under the decisions of the courts of our State, railroad companies are not now liable for damages by fire set by their locomotives, unless it can be proved that they are guilty of negligence in the construction or operation thereof. This proof it is oftentimes very difficult or impossible to furnish, and it is believed that the liability should not depend upon that question, but that a sound public policy requires that they should be absolutely liable for all such damages, and that a statute to that effect should be enacted for the protection and indemnity of our farmers and others owning property on the route of railroads.

It is understood that such a statute as is here proposed has been in operation in Massachusetts since 1840, and the propriety of its enactment in this State is indorsed by the Board of Railroad Commissioners.

The statute should provide that the railroad companies be regarded as having an insurable interest in the property upon their routes, and be permitted to procure insurance thereon in their own behalf, and thus amply protect themselves.

ABOLITION OF ANOTHER UNNECESSARY OFFICE.

In addition to those offices the abolition of which was recommended by me last year, which recommendations I

have reiterated, there is the office of "State Agent for Discharged Convicts," which it is believed can, with advantage, be done away with. The duty of the State agent is to visit the various penal institutions once in each month, to confer with those convicts who are about to be discharged the following month, for the purpose of inducing them to proceed immediately to suitable homes and places where employment will be provided for them, and to furnish them with clothing, transportation, tools or money. In actual practice only the three State prisons receive the slightest benefit of this law.

The sum appropriated for the purposes of the State agent is seventy-five hundred dollars, of which sum it appears he receives as salary and for expenses thirty-five hundred dollars, thus leaving four thousand dollars for distribution to discharged convicts. In other words, it costs the State thirty-five hundred dollars to distribute four thousand.

From investigation I am satisfied that the duties of the State agent can be better performed by the wardens of the prisons, without any additional expense, and that thereby discharged convicts will receive the full benefit of the appropriation nominally made for them, instead of dividing almost half of it with an official whose services are superfluous, to say the least.

CONCLUSION.

The reports of the various departments of the State will soon be submitted to you, and your careful attention is invited to them for details relating to their work, which will be found there presented in much better form

than is practicable in an annual message. The omission to refer to these departments, respectively, is not to be construed as due to any lack of appreciation of the importance of their work, but is because of the desire that this communication shall have at least the merit of brevity.

The consideration of the suggestions that have already been made is sufficient to occupy a session of reasonable length. If the Legislature shall earnestly seek to avoid unnecessary local and special legislation, and give its attention to the general matters of importance here presented, even if but a small proportion shall be finally perfected into laws, it will make an honorable record and the session will be a memorable one in the annals of the State.

DAVID B. HILL.

ANNUAL REPORT
OF THE
COMPTROLLER
OF THE
STATE OF NEW YORK.

TRANSMITTED TO THE LEGISLATURE JANUARY 13, 1887.

ALBANY:
THE ARGUS COMPANY PRINTERS.
1887.

STATE OF NEW YORK.

No. 3.

IN ASSEMBLY,

JANUARY 13, 1887.

ANNUAL REPORT OF THE COMPTROLLER.

STATE OF NEW YORK:

COMPTROLLER'S OFFICE,

ALBANY, *January 13, 1887.* }

Hon. JAMES W. HUSTED,

Speaker of the Assembly:

SIR.—I have the honor herewith to transmit to the Legislature my Annual Report, exhibiting the condition of the finances of the State at the close of the fiscal year ending September 30, 1886.

I am, respectfully,

Your obedient servant,

ALFRED C. CHAPIN,

Comptroller.

REPORT.

STATE OF NEW YORK:

COMPTROLLER'S OFFICE,

ALBANY, *January* 13, 1887. }

To the Legislature :

Pursuant to law, I now present to your Honorable Body the annual report of this department, showing the condition of the State finances for the fiscal year, ending upon September 30, 1886.

TRUST FUNDS.

The condition of the several Trust Funds and the money transactions of the year are set forth in full upon pages 17-24.

Concerning the Common School Fund, I renew the recommendation contained in my special report of 1885 (*Senate Document, No. 37, 1885*), in which I advocated the abolition of the fund. After two years further observation and reflection, I am more decidedly of the opinion that this fund is a cumbersome and obsolete species of financial apparatus, and that it should be converted into cash for the benefit of the people. To so convert it an amendment to the Constitution is necessary, a proposed form of which is attached to this report. (*See Appendix, I.*)

The United States Deposit Fund remains intact and although the methods of the commissioners in several counties are unbusiness-like, not to say suspicious, the fund is, upon the whole, in a more satisfactory condition than in former years. The facts that this fund of more than four millions of dollars has been thus preserved, and that its income has been steadily devoted for half a century to

public education, reflect credit upon the liberal sentiments of the people as well as upon the administration of public business during that period.

Valuing investments at par, the capital of the more important Trust Funds upon September 30, 1886, was :

| | Securities. | Money in the treasury. | Total. |
|--|----------------|------------------------|----------------|
| Common School Fund | \$3,865,751 33 | \$39,906 06 | \$3,905,657 39 |
| United States Deposit Fund..... | 3,962,033 00 | 55,187 71 | 4,017,220 71 |
| Literature Fund..... | 271,600 00 | 380 76 | 271,980 76 |
| College Land Scrip Fund | 415,400 00 | 59,009 12 | 474,409 12 |
| | \$8,514,784 33 | \$154,483 65 | \$8,669,267 98 |
| The capital of the same funds, September 30, 1885, was..... | \$8,568,956 42 | \$75,311 56 | \$8,644,267 98 |

The Canal Debt Sinking Fund (in which upon September 30, 1886, were contained securities and cash to the amount of \$5,051,073.82) is not included among the Trust Funds of the State. The total amount, therefore, of cash and securities held in this department in trust for the principal funds is \$13,695,341.80.

STATE OF THE TREASURY.

In the report of last year it was estimated that the actual surplus upon September 30, 1886 would be \$2,297,266.57. By this report it appears that the actual surplus was \$3,213,182.27, exceeding the estimate by \$915,915.70.

This excess is due largely to the changed condition of State Prison finances. Many convicts are now employed upon the State account plan, and the treasury is receiving the gross revenue arising from the sale of the products of their labor. Such revenue is larger than the sum formerly received in direct payment for labor under the contract system. But a satisfactory financial comparison of each method would, of necessity, include an examination of the appropriations and payments made under each. Such comparison can be made by studying the tables submitted herewith. (*Pages 28, 29.*)

In the last report, as well as in that of the previous year, emphasis was laid upon the distinction between actual surplus and available cash. I call your attention to those reports. Members of the Legislature sometimes advocate or assent to measures containing appropriations in the belief that the treasury is overflowing with ready money. Thus the Legislature appropriates large sums upon a fallacious basis, forgetting that the moneys for such appropriations will not be received in the State treasury for a full year. At present it is doubly important to bear this fact in mind for these apparently large prison earnings are delusive, and whoever regards them should also regard the large appropriations which have been and hereafter will be required to maintain the prisons upon the present plan.

TAXATION.

For the current year the State tax is \$9,512,812.91 (*page 32*) ; the rate being $2\frac{95}{100}$ mills, and the valuation \$3,224,682,343, the tax to be devoted as follows :

| | |
|--|----------------|
| School purposes | \$3,708,384 69 |
| Canals, including canal debt | 2,192,784 00 |
| General purposes | 3, 611,644 22 |
| | <hr/> |
| | \$9,512,812 91 |
| | <hr/> <hr/> |

EXPENDITURES FOR EDUCATIONAL PURPOSES.

The direct school tax for the last fiscal year produced \$3,094,731.46. The total expenditure by the State for educational purposes was \$3,541,216.22. (*Page 26.*) The total expenditure, State and local, for the maintenance of public schools was \$13,986,834.08.

DEBT.

Setting aside the General Fund debt for Indian annuities, the principal of which amounts to but \$122,694.87, the State

debt amounted to \$9,204,510, of which sum \$900,000 is the amount remaining of the debt created to provide for the payment of the Niagara Reservation awards, of which debt \$100,000 matures annually. The remaining \$8,304,510 is the canal debt, the last of which matures in October, 1893, and which has been reduced during the fiscal year by purchase and cancellation, \$34,650. During the current fiscal year \$1,562,900 of this debt falls due.

The Sinking Fund September 30, 1885, amounted to, \$4,663,188 61
 The Sinking Fund September 30, 1886, amounted to, 5,051,073 82

| | |
|--|--------------|
| Increase of Sinking Fund during the year.... | \$387,885 21 |
|--|--------------|

The investments for the canal debt sinking fund on September 30, 1885, amounted to \$4,205,000, and on September 30, 1886, to \$4,454,000.

TAXES ON CORPORATIONS.

In the last report it was stated that the decreased earnings of the larger transportation companies might cause a falling off in the receipts from this tax. It was also stated that certain companies, which in previous years had made large overpayments based upon dividends earned prior to the date upon which the law went into operation (*People v. The Albany Ins. Co.*, 92 *N. Y.*, page 458), were entitled to credit for such overpayments and that the State treasury would, therefore, receive but little cash from such companies during the past fiscal year, and that these two causes might seriously diminish receipts from the tax. Those anticipations have been realized. Rebates such as have just been mentioned were claimed and allowed during the year to the amount of \$170,723.34. Other rebates for erroneous payments and other causes swell this total to \$230,000. In addition to these deductions the law was so amended by Chapter 679 of the Laws

of 1886 as to materially reduce the revenue from Fire and Marine Insurance companies, the receipts from such companies being but \$141,436.86, as against \$238,871.79 for the preceding fiscal year. Considering that these several causes diminished the gross receipts by more than \$320,000, the results of the year are by no means unsatisfactory, the gross receipts from the tax having been \$1,376,061.44, which sum was made up as follows :

| | | |
|---|--------------|----------------|
| Insurance Companies—premiums... | \$93,043 19 | |
| Insurance Companies—capital..... | 48,393 67 | |
| | <hr/> | \$141,436 86 |
| Transportation companies—earnings | \$415,981 19 | |
| Transportation companies—capital.. | 354,789 89 | |
| | <hr/> | 770,771 08 |
| Telegraph and telephone companies— earnings..... | \$21,426 64 | |
| Telegraph and telephone companies— capital..... | 168,638 12 | |
| | <hr/> | 190,064 76 |
| Gas, mining and miscellaneous..... | | 209,798 35 |
| Foreign and other state banks..... | | 63,990 39 |
| | | <hr/> |
| Total..... | | \$1,376,061 44 |
| | | <hr/> <hr/> |

The statute reducing the tax from insurance companies will operate hereafter and allowance must be made for its effect. The receipts for the current fiscal year are, therefore, estimated at \$1,450,000. To this sum may be added a new source of revenue from corporations. Chapter 143 of the Laws of 1886 imposes a tax of one-eighth of one per cent. for the privilege of organization upon the capital stock of corporations, joint-stock companies or associations hereafter to be incorporated. This law took effect upon the 16th day of April, 1886; the receipts from it between that date and the thirtieth of September last were \$53,600.06. They are set forth in detail in another part of this report. (*Page 127.*)

Although it is contended by some that this tax will check the organization of corporations within this State, thus causing a loss to the people of the State, which more than off-sets the pecuniary gain received from the tax, I do not accept such a view. The tax seems to me to be wise and just and the State can, in my judgment, well afford to lose those enterprises which cannot bear its burden. For the current fiscal year the tax will produce upwards of \$100,000.

CORPORATE REGISTRATION.

There is no law upon the statute books compelling corporations to record their corporate existence. Neither is there any complete source of information from which one can ascertain what corporations have been heretofore created or how many of them are now in active business. Different species of corporations, such as railroad companies, insurance companies, banks, and such companies as pay a tax to this department, report their existence and condition each year. But very many others avoid all publicity, to the annoyance of public officials and to the detriment of creditors. A law should be enacted compelling a general registration of corporations. A proposed form of such a statute is transmitted herewith. (*Appendix, IV.*)

TAXATION OF CORPORATE INDEBTEDNESS.

The revenue now derived from special taxes upon corporations for State purposes can be substantially and equitably increased by the passage of a law imposing a tax upon the various forms of corporate indebtedness. Bonds or other debt of corporations represent actual and permanent investments in real estate and other property, and, as the corporation, in paying taxes upon its capital stock, in the county where its principal office is situated, is permitted to deduct the assessed valuation of its real estate as well as the value

of all taxable shares of stock owned by such company, it follows that so much of the capital of the company as is equal to the assessed value of real estate and the value of shares of domestic companies bought by issues of debt is not taxable under existing law. To meet this defect in our present tax laws and to remedy its resulting discrimination, I suggest a State tax upon corporate indebtedness of one-quarter of a mill for every one per cent. of interest paid thereon.

A proposed law imposing such a tax was sent by me to the Legislature of 1886, accompanied by a special report to which I refer your Honorable Body. (*Assembly Documents*, 1886, No. 89). Annexed to this present report will be found a copy of such proposed law which I recommend for passage to your Honorable Body. The law is so drawn as to avoid double taxation. (*See Appendix II.*)

THE COLLATERAL INHERITANCE LAW.

The Legislature of 1885 enacted (*Chap.* 483, 1885), a law usually described as above, which imposes a tax of five per cent. upon such property as may pass, by will or under the laws governing intestacy, to persons other than the parents, descendants and certain other immediate relatives of the deceased. Such tax is to be paid to the County Treasurer, or, in New York, to the city Comptroller, for the use of the State, and thence is to be semi-annually transferred to the State Treasurer.

Accompanying this report (*Page* 143), will be found a full statement of the receipts from the tax during the past year. These receipts have been and continue to be much smaller than will be the case when the law is placed upon a sure legal footing. At present its constitutionality is questioned and it must be conceded that the phrase stating the purpose of the tax, is extremely meagre. This defect of the law can easily be cured and should be cured at once. It is

also desirable to so amend the statute as to clear it from certain obscurities and incongruities. A proposed amended form of the statute, so worded as to leave no opportunity to question its constitutionality, and also including all known desirable changes in its present provisions, is added to this Report. (*See Appendix III.*)

It ought not to be necessary to emphasize the righteousness and wisdom of this proposed amendment. The tax is just; it falls upon those who can easily bear it and in our great and rich State it may easily, in some years, produce a million of dollars of revenue. Such estates as those of the late Samuel J. Tilden and Mrs. Alexander T. Stewart illustrate the possible public benefit and value of this tax more forcibly than can be done by elaborate argument.

TAXATION OF STATE LANDS.

The last Legislature introduced a new feature in the public policy of the State by the passage of chapter 280 of the Laws of 1886. This statute provides that wild or forest lands belonging to the State within the forest preserve shall be assessed and taxed as are the lands of private individuals. But such assessments are subject to amendment and revision by the Comptroller.

On or before August first in every year the assessors of the towns in question are to file in the office of the Comptroller, and in the office of the Forest Commission, a verified copy of their respective rolls, which rolls shall specify which and, how much, if any, of the lands assessed are forest lands, and separately, which and how much are State lands. The law also provides that the Comptroller shall, on or before September first thereafter, review and approve such assessments of State lands, after reducing or correcting all that may, in his judgment, be unfair or erroneous.

In many towns the small acreage of public lands made the

cost of an assessment exceed the probable tax. Hence, out of 114 towns or wards only fifty-seven towns attempted an assessment. Of these the assessments of seven towns were rejected for non-compliance with the law. In fifty towns there were assessed 594,688 acres against the State, at an aggregate valuation of \$596,412, which, at the reported rate per cent. of taxation by such towns, would produce a gross tax of \$10,509.85. In addition to the above assessments some 12,000 acres were found to be doubly assessed — once to individuals as cleared land and again to the State. These double assessments were rejected. Full details of the operation of this law are shown upon page 98. As this law was not only novel, but was a generous concession on the part of the State, it is gratifying to record that in all the dealings under the law, with the local authorities of the towns within the forest preserve, there were but two towns which, in the judgment of this department, made deliberate attempts to overreach and to cheat the State. In the town of Lake Pleasant, Hamilton county, State lands were overvalued as compared with similar resident lands. In the town of Brighton, Franklin county, certain lands were assessed to the State as forest, while in another part of the roll of the town the same lands were assessed to individuals and were described as cleared.

MISCELLANEOUS LEGISLATIVE SUGGESTIONS.

Amendments to existing statutes are desirable in the following instances for the reasons given :

In making investments of the principal of the several Trust Funds it is difficult to obtain securities which will yield a fair return, these investments being now restricted mainly to the bonds of this State, of the United States and of the cities of New York and Albany.

It is recommended that the same investments be allowed for these Funds as are now authorized for the Canal Debt Sinking Fund, viz: the public securities of the villages, towns, cities and counties of this State. (*See proposed form of Act, Appendix VII.*)

The act (*Chap. 205, Laws of 1883*), which abolished the office of Canal Appraiser, and created the Board of Claims, made no provision for the record in the offices of the county clerks (as had previously been required of the Canal Appraisers) of transcripts of awards in cases where land or water was appropriated by the State; and a search by a county clerk would not disclose the ownership of the State in such cases.

In order that the title of the State may appear of record, it is recommended that the law be amended as provided in Appendix VIII.

When the canals were opened it was made the Comptroller's duty to keep a register of the boats navigating the canals; and his permission was necessary before the name of a registered boat could be changed.

The means of collecting the statistics needful to the making and keeping of this register, which had previously been in this office, were transferred to the Superintendent of Public Works by Acts, chapters 165 and 244, Laws of 1883. This office should therefore be relieved of the duty of making this register and of passing upon applications for changing the names of boats, and such duty should be transferred to the Superintendent of Public Works. (*See Appendix V.*)

In order to prosecute to speedy completion the work ordered by the Legislature to be done on the canals, which is frequently by the terms of the appropriation bills directed to be completed at a time prior to the receipt by the treasury of the tax levied for such work, authority should be given to the Commissioners of the Canal Fund to invest any of the

Sinking Fund or other Canal Funds not needed for immediate expenditure, in any tax levied by the Legislature for canal purposes ; such investments to be returned to their original sources when the tax is collected. A proposed law giving such authority is hereto annexed. (*See Appendix VI.*)

THE DEPARTMENT.

At the close of the past fiscal year the Deputy Comptroller, Mr. Thomas E. Benedict, resigned his office to assume the duties of Public Printer, at Washington. Mr. Benedict was appointed by me upon the death of his predecessor, Mr. Gallien, in January, 1884. Mr. Benedict's energy, capacity and high sense of duty had won for him a wide and enviable reputation as an administrative officer. His personal qualities secured the respect and earnest regard of his associates within this department. Wherever honest, warm-hearted manhood is appreciated he will find friends ; wherever ideal uprightness and painstaking application are needed, there will be work for him to do. In his place I have appointed Mr. Charles R. Hall. The history of the trust thus transferred from Mr. Benedict to Mr. Hall is honorable alike to those who have held it and to the State. Removed from the mutations and contentions of partisan politics, the office created in 1811 has, during three-quarters of a century, been occupied by but six incumbents, including Mr. Benedict.

The influence of the stable tenure of this office is seen in the clerical force of the department. Of the twenty-two clerks employed in this department upon September 30, 1886, one has now been here for twenty-three years ; two others for twenty-one years ; another for seventeen and one-half years ; one for nine years ; another had been here for eight years ; one has been here for seven years ; one for six years ; one for five years. Nearly all of the remainder have been here for almost three years. It cannot be questioned that the State is

richer, its interests are more secure, its servants work with greater hope, and, therefore, with greater efficiency, by reason of the wise and dignified policy illustrated in such a record.

Very respectfully,

ALFRED C. CHAPIN,

Comptroller.

TRUST FUNDS.

COMMON SCHOOL FUND.

This fund consisted of the following items, September 30, 1886 :

| | |
|--|----------------|
| United States four per cent registered bonds, redeemable in 1907..... | \$2,273,000 00 |
| New York city five per cent registered bonds, redeemable after November 1, 1908..... | 500,000 00 |
| New York city and county six per cent registered bonds, redeemable July 1, 1901, and January 1, 1902 | 165,000 00 |
| Albany city four per cent registered bonds, redeem- able July 1, 1906 to 1910..... | 87,000 00 |
| Albany county three and a half per cent registered bonds, redeemable October 1, 1901 to 1903.... | 110,000 00 |
| Albany county bond, four per cent registered, redeemable March 1, 1899..... | 50,000 00 |
| District of Columbia three and sixty-five one hun- dredths per cent registered bonds (\$100,000), cost, | 99,500 00 |
| District of Columbia three and sixty-five one hun- dredths per cent registered bonds (par value) ... | 250,000 00 |
| Bonds of the village of Middletown, four per cent, issued in pursuance of chapter 93, Laws of 1881, | 53,000 00 |
| Niagara Reservation two and a half per cent bonds, | 60,000 00 |
| One thousand shares of Manhattan Company stock, | 50,000 00 |
| Bonds for lands..... | 122,488 26 |
| Bonds for loans..... | 16,018 07 |
| Mortgages for loans under act of 1840, in charge of the Commissioners of the United States Deposit Fund..... | 29,245 00 |
| Money in the treasury | 39,906 06 |
| | <hr/> |
| | \$3,905,157 39 |
| | <hr/> |

The following statements show the money transactions of the year :

CAPITAL.

| | |
|---|-------------|
| Receipts, viz. : | |
| Balance in the treasury October 1, 1885 | \$334 54 |
| Principal of bonds for lands..... | \$15,745 27 |
| From United States Deposit Fund revenue..... | 25,000 00 |
| | <hr/> |
| | 40,745 27 |
| | <hr/> |
| | \$41,079 81 |
| Payments, viz. : | |
| To General Fund (bonds of lands)..... | 1,173 75 |
| | <hr/> |
| Balance in the treasury September 30, 1886.. | \$39,906 06 |
| | <hr/> <hr/> |

REVENUE.

| | |
|--|--------------|
| Receipts, viz. : | |
| Interest on bonds for lands..... | \$11,031 44 |
| Interest on bonds for loans | 28 00 |
| Interest on loan of 1840..... | 1,547 36 |
| Interest on United States bonds..... | 90,920 00 |
| Interest on District of Columbia bonds..... | 12,775 00 |
| Interest on money in treasury..... | 507 16 |
| Interest on Albany city and county bonds..... | 9,330 00 |
| Interest on bond, town of Middletown..... | 2,120 00 |
| Interest on bonds, New York city | 34,900 00 |
| Dividends on stock of Manhattan Company..... | 3,500 00 |
| Rent of land..... | 12 00 |
| From revenue of United States Deposit Fund.... | 75,000 00 |
| Interest on Niagara Reservation bonds | 1,500 00 |
| | <hr/> |
| Payments, viz. : | \$243,170 96 |
| Deficiency of the revenue October 1, 1885 | \$25,602 45 |
| Dividends to common schools..... | 245,000 00 |
| Indian schools | 5,790 02 |
| | <hr/> |
| | 276,392 47 |
| | <hr/> |
| Deficiency of the revenue September 30, 1886, | \$33,221 51 |
| | <hr/> <hr/> |

LITERATURE FUND.

This fund consisted of the following items, September 30, 1886 :

| | |
|---|--------------|
| United States four and a half per cent registered bonds | \$102,600 00 |
| United States four per cent registered bonds..... | 10,000 00 |
| District of Columbia three and sixty-five one-hundredths per cent registered bonds..... | 25,000 00 |
| Six per cent canal deficiency stock, 1887..... | 28,000 00 |
| Six per cent canal deficiency stock, 1891..... | 102,000 00 |
| One hundred shares of Albany Insurance Company stock | 4,000 00 |
| Money in the treasury | 380 76 |
| | <hr/> |
| | \$271,980 76 |
| | <hr/> <hr/> |

The following statements show the money transactions of the year :

CAPITAL.

Receipts, viz. :

| | |
|--|-------------|
| Balance in the treasury October 1, 1885..... | \$380 76 |
| Payments, viz..... | None. |
| | <hr/> |
| Balance in treasury September 30, 1886..... | \$380 76 |
| | <hr/> <hr/> |

REVENUE.

Receipts, viz. :

| | |
|---|------------|
| Balance in the treasury October 1, 1885..... | \$2,677 05 |
| Interest on State stock | 7,800 00 |
| Interest on United States bonds | 5,017 00 |
| Interest on District of Columbia bonds..... | 912 50 |
| Dividends on insurance company's stock..... | 400 00 |
| From revenue of United States Deposit Fund | 31,000 00 |
| Interest on money in the treasury..... | 9 52 |
| | <hr/> |

Payments, viz. :

| | |
|--|-------------|
| | \$47,816 07 |
| Dividends to academies..... | \$39,773 16 |
| For books for academies..... | 4,852 23 |
| | <hr/> |
| | 44,625 39 |
| | <hr/> |
| Balance in the treasury September 30, 1886.. | \$3,190 68 |
| | <hr/> <hr/> |

UNITED STATES DEPOSIT FUND.

This fund consisted of the following items, September 30, 1886:

| | |
|---|------------------------------|
| Mortgages for loans in charge of the commissioners of the several counties, including amount invested in county bonds, in pursuance of chapter 553, Laws of 1864..... | \$1,948,033 00 |
| Six per cent canal deficiency loan, redeemable 1891, | 52,000 00 |
| Four per cent United States registered bonds, redeemable in 1907..... | 801,000 00 |
| Bonds of the District of Columbia three and sixty-five one hundredths per cent (\$140,000), cost... | 137,300 00 |
| Bonds of the District of Columbia three and sixty-five one hundredths per cent (par value)..... | 375,000 00 |
| New York city three per cent bonds | 200,000 00 |
| Buffalo city four per cent bonds..... | 60,000 00 |
| Troy city three and a half per cent registered bonds, redeemable May 1, 1910 to 1919 | 50,000 00 |
| Bonds of the town of New Lots, Kings county... | 96,000 00 |
| Niagara Reservation two and a half per cent bonds, | 40,000 00 |
| Bond and mortgage of the Commissioners of Emigration, four per cent..... | 200,000 00 |
| Money in the treasury | 55,187 71 |
| | <u><u>\$4,014,520 71</u></u> |

The following statements show the money transactions of the year:

CAPITAL.

| | |
|--|---------------------------|
| Receipts, viz.: | |
| Balance in the treasury October 1, 1885..... | \$15,587 14 |
| Principal of loans paid in..... | 121,994 57 |
| Transferred from the revenue of the fund for diminution of loans under foreclosure of mortgages. | 13,606 00 |
| | <u>\$151,187 71</u> |
| Payments, viz.: | |
| Invested in bonds of town of New Lots, Kings Co. | 96,000 00 |
| | <u><u>\$55,187 71</u></u> |

REVENUE.

Receipts, viz.:

| | |
|---|--------------|
| Balance in the treasury October 1, 1885 | \$48,245 92 |
| Interest on loans on mortgage..... | 110,804 67 |
| Interest on United States bonds..... | 32,040 00 |
| Interest on District of Columbia bonds..... | 18,797 50 |
| Interest on Buffalo city bonds..... | 2,400 00 |
| Interest on Troy city bonds..... | 1,750 00 |
| Interest on New York city bonds | 6,000 00 |
| Interest on State stock..... | 3,120 00 |
| Interest on Niagara Reservation bonds..... | 1,000 00 |
| Sales of land | 1,450 00 |
| For interest on money in the treasury..... | 2,028 07 |
| | <hr/> |
| | \$227,636 16 |

Payments, viz.:

| | |
|--|-------------|
| Academies, for instruction of com- mon school teachers | \$28,039 92 |
| Academic examinations | 8,115 63 |
| Transferred to capital of Common School Fund | 25,000 00 |
| Transferred to Common School Fund revenue, for dividends to common schools..... | 75,000 00 |
| Transferred to Literature Fund reve- nue for dividends to academies... | 31,000 00 |
| Premium on investments..... | 24,888 33 |
| Transferred to the capital of the fund for diminution of loans under foreclosure of mortgages..... | 13,606 00 |
| Overpaid interest returned..... | 50 00 |
| | <hr/> |
| | 205,699 88 |
| | <hr/> |
| Balance in the treasury September 30, 1886.. | \$21,936 28 |
| | <hr/> <hr/> |

COLLEGE LAND SCRIP FUND.

This fund consisted of the following items on 30th September, 1885 :

| | |
|--|--------------|
| Six per cent canal deficiency loan, redeemable in 1891 | \$28,600 00 |
| Four per cent United States registered bonds, redeemable in 1907..... | 211,800 00 |
| Buffalo city bonds, seven per cent, redeemable in 1916 | 22,000 00 |
| Buffalo city bonds, seven per cent, redeemable in 1917 | 15,000 00 |
| Albany county bonds, five per cent, redeemable in 1896 | 43,000 00 |
| Albany county bonds, three and one-half per cent, redeemable October 1, 1901..... | 10,000 00 |
| District of Columbia bonds, three and sixty-five one-hundredths per cent, \$35,000, cost | 33,993 75 |
| District of Columbia bonds, three and sixty-five one-hundredths per cent (par value)..... | 50,000 00 |
| Money in the treasury | 59,009 12 |
| | <hr/> |
| | \$473,402 87 |
| | <hr/> <hr/> |

The following statements show the money transactions of the year :

CAPITAL.

Receipts, viz. :

| | |
|---|-------------|
| Balance in the treasury October 1, 1885 | \$59,009 12 |
| Payments, viz | None. |
| | <hr/> |
| Balance in the treasury September 30, 1886.. | \$59,009 12 |
| | <hr/> <hr/> |

REVENUE.

Receipts, viz.:

| | |
|---|-------------|
| Balance in treasury October 1, 1885..... | \$3,498 20 |
| Interest on United States bonds | 8,472 00 |
| Interest on State stock..... | 1,716 00 |
| Interest on Albany county bonds | 2,500 00 |
| Interest on Buffalo city bonds..... | 2,590 00 |
| Interest on District of Columbia bonds..... | 3,102 50 |
| Interest on money in the treasury | 950 31 |
| | <hr/> |
| | \$22,829 01 |

Payments, viz.:

| | |
|----------------------------------|-------------|
| Paid college..... | 19,731 80 |
| | <hr/> |
| Balance, September 30, 1886..... | \$3,097 21 |
| | <hr/> <hr/> |

MILITARY RECORD FUND.

This fund consisted of the following items, September 30, 1886:

| | |
|--|-------------|
| Albany city bonds, seven per cent, redeemable 1898 to 1900..... | \$30,000 00 |
| Buffalo city bonds, seven per cent, redeemable 1916, | 9,000 00 |
| Money in the treasury..... | 121 40 |
| | <hr/> |
| | \$39,121 40 |
| | <hr/> <hr/> |

The following statement shows the money transactions of the year.

REVENUE.

Receipts, viz.:

| | |
|--|-------------|
| Balance in treasury October 1, 1885..... | \$8,375 81 |
| Interest on Albany city bonds..... | 2,100 00 |
| Interest on Buffalo city bonds..... | 630 00 |
| Interest on deposits | 122 54 |
| | <hr/> |
| | \$11,228 35 |

Payments, viz.:

| | |
|---|-------------|
| For expenses of Bureau Military Statistics..... | 1,162 50 |
| | <hr/> |
| Balance in treasury September 30, 1886..... | \$10,065 85 |
| | <hr/> <hr/> |

MARINERS' FUND.

This fund consists of the following item :

| | |
|--|--------------------|
| Mortgage of the American Seamen's Friend Society, without interest. (See chapter 37, Laws of 1845, for relief of said society.)..... | <u>\$10,000 00</u> |
|--|--------------------|

REINVESTMENT OF TRUST FUNDS.

The following statements show the amount of capital of the several trust funds remaining in the treasury uninvested September 30, 1885, the amount received during the last fiscal year, the amount reinvested during said fiscal year, and the balance of such capital remaining uninvested September 30, 1886 :

| | In Treasury Sept. 30, 1885. | Received dur- ing the year. | Total. |
|---------------------------------|--------------------------------|--------------------------------|---------------------|
| Common School Fund | \$334 54 | \$40,745 27 | \$41,079 81 |
| Literature Fund..... | 380 76 | ..... | 380 76 |
| United States Deposit Fund..... | 15,587 14 | 135,600 57 | 151,187 71 |
| College Land Scrip Fund..... | 59,009 12 | ..... | 59,009 12 |
| | <u>\$75,311 56</u> | <u>\$176,345 84</u> | <u>\$251,657 40</u> |

| | Reinvested during the year. | In Treasury Sept. 30, 1886. |
|--------------------------------|-----------------------------------|--------------------------------|
| Common School Fund..... | \$1,173 75 | \$39,906 06 |
| Literature Fund..... | ..... | 380 76 |
| United States Deposit Fund.... | 96,000 00 | 55,187 71 |
| College Land Scrip Fund..... | ..... | 59,009 12 |
| | <u>\$97,173 75</u> | <u>\$154,483 65</u> |

PUBLIC DEBT.

On the 30th of September, 1885, the total funded debt was \$9,461,854.87, classified as follows :

| | |
|--------------------------------------|-----------------------|
| General Fund (Indian annuities)..... | \$122,694 87 |
| Canal | 8,339,160 00 |
| Niagara Reservation bonds | 1,000,000 00 |
| | <u>\$9,461,854 87</u> |

The debt has been reduced \$134,650 during the fiscal year, by the payment of \$100,000 Niagara Reservation bonds, and \$34,650 Canal bonds.

The bonds issued pursuant to chapter 182, Laws of 1885, for the payment of awards for lands taken for the State Reservation at Niagara, bear interest at two and one-half per cent per annum, and are redeemable as follows :

| | |
|-------------------|-------------|
| July 1, 1887..... | \$100,000 |
| July 1, 1888..... | 100,000 |
| July 1, 1889..... | 100,000 |
| July 1, 1890..... | 100,000 |
| July 1, 1891..... | 100,000 |
| July 1, 1892..... | 100,000 |
| July 1, 1893..... | 100,000 |
| July 1, 1894..... | 100,000 |
| July 1, 1895..... | 100,000 |
| | <hr/> |
| | \$900,000 |
| | <hr/> <hr/> |

The canal debt consists of the following stocks issued by the State for the purpose indicated :

Under article 7, section 1 of the Constitution.

| | |
|---|-------------|
| Stock not bearing interest | \$160 00 |
| | <hr/> <hr/> |
| Redeemable as follows, viz : | |
| Six per cent, July 1, 1837..... | \$160 00 |
| | <hr/> |
| Total canal, under article 7, section 1 of the Constitution..... | \$160,00 |
| | <hr/> <hr/> |

Under article 7, section 3 of the Constitution.

For payment of canal revenue certificates redeemable as follows :

| | |
|----------------------------------|-------------|
| Stock not bearing interest | \$500 00 |
| Six per cent, July 1, 1873..... | \$500 00 |
| | <hr/> <hr/> |

To supply deficiencies :

| | |
|--|----------------|
| Stock bearing six per cent interest..... | 8,303,850 00 |
| | <hr/> |
| Carried forward..... | \$8,304,350 00 |

| | |
|------------------------------------|-----------------------|
| Brought forward..... | \$8,304,350 00 |
| Redeemable as follows, viz.: | |
| Six per cent, July 1, 1887..... | \$1,562,900 00 |
| Six per cent, July 1, 1891..... | 4,269,950 00 |
| Six per cent, October 1, 1892 | 1,998,000 00 |
| Six per cent, October 1, 1893 | 473,000 00 |
| | <u>\$8,303,850 00</u> |

| | |
|---------------------------------------|----------------|
| Total canal debt under section 3..... | \$8,304,350 00 |
| Of which there pays no interest..... | 500 00 |

Total canal debt, under section 3, paying interest, \$8,303,850 00

The aggregate of the canal debt on the 30th September, 1885, was \$8,339,160, with an aggregate unapplied balance in the Sinking Fund of \$4,663,188.61, leaving the real balance unprovided for \$3,675,971.39. On the 30th September, 1886, the account stood as follows :

| | |
|----------------------------------|------------------------------------|
| Aggregate debt | \$8,304,510 00 |
| Aggregate Sinking Fund | 5,051,073 82 |
| | <u>Balance unprovided for.....</u> |
| | <u>\$3,253,436 18</u> |

The canal debt unprovided for is as above stated, \$3,253,436 18. This, with the \$122,694.87 of General Fund for payment of Indian annuities and \$900,000 for Niagara Reservation bonds, makes a total indebtedness unprovided for of \$4,276,131.05.

EXPENDITURES FOR EDUCATIONAL AND CHARITABLE PURPOSES.

The expenditures from the public treasury during the last fiscal year for educational purposes were \$3,541,216.22, of which \$3,094,731.46 were the proceeds of a direct tax of one mill for common schools.

The purposes and amounts of the several State appropriations and payments are as follows :

| | |
|--|----------------|
| Academies, for dividends and books..... | \$44,625 39 |
| Academies, for instruction of common school teachers and academic examinations..... | 36,155 55 |
| Common school dividends..... | 245,000 00 |
| Indian schools | 5,790 02 |
| *Normal schools | 95,182 09 |
| School tax, one mill | 3,094,731 46 |
| Cornell University..... | 19,731 80 |
| | <hr/> |
| | \$3,541,216 22 |
| | <hr/> <hr/> |

The expenditures for the same period by the State for the support of asylums and hospitals for the deaf, blind, insane, idiotic, juvenile delinquents, State Reformatory, State Soldiers and Sailors' Home and Thomas Asylum were \$787,589.21, and \$556,857.81 additional, for buildings, repairs, plumbing and renewals.

The following is a schedule of the institutions in aid, or for the support of which payments have been made from the treasury, with the amounts paid for each:

| | Support. | Buildings. |
|---|--------------|--------------|
| Deaf and dumb..... | \$221,602 10 | ..... |
| Blind..... | 87,380 50 | \$2,000 00 |
| Insane..... | 66,523 28 | 251,295 85 |
| Idiots..... | 77,000,00 | 41,102 40 |
| Juvenile delinquents and Houses of Refuge..... | 188,333 33 | 104,632 00 |
| State Reformatory at Elmira..... | 30,000 00 | 157,827 56 |
| State Soldiers and Sailors' Home... | 106,000 00 | ..... |
| Thomas Asylum..... | 10,750 00 | ..... |
| | <hr/> | <hr/> |
| | \$787,589 21 | \$556,857 81 |
| | <hr/> <hr/> | <hr/> <hr/> |

* Including repairs and new buildings.

PATIENTS IN ASYLUMS.

The following were the number of patients in the several asylums at the close of the fiscal year ending September 30, 1882, 1883, 1884, 1885 and 1886.

| | 1882. | 1883. | 1884. | 1885. | 1886. |
|-------------------|-------|-------|-------|-------|-------|
| Utica..... | 578 | 604 | 607 | 569 | 574 |
| Willard..... | 1,774 | 1,758 | 1,822 | 1,836 | 1,818 |
| Poughkeepsie..... | 219 | 300 | 361 | 389 | 425 |
| Middletown..... | 240 | 260 | 282 | 355 | 411 |
| Buffalo..... | 274 | 329 | 347 | 371 | 398 |
| Binghamton.. .. | 275 | 425 | 580 | 767 | 936 |
| Total..... | 3,360 | 3,684 | 3,999 | 4,287 | 4,562 |

STATE PRISONS.

The following tables show the payments for all purposes on account of the prisons for the last two fiscal years, and the receipts therefrom for the same period :

For the fiscal year ending September 30, 1885.

| | PAYMENTS. | | | | Receipts. | Excess of payments. |
|--|--------------|--|-----------------------------------|----------------|--------------|---------------------|
| | Maintenance. | Construc- tion and extraordin- ary repairs. | Manufac- turing pur- poses. | Total. | | |
| Auburn..... | \$116,102 72 | \$12,450 00 | \$241,942 83 | \$370,495 55 | \$166,542 84 | \$203,952 71 |
| Clinton..... | 98,668 26 | *58,525 69 | 270,937 73 | 428,131 68 | 93,866 27 | 334,265 41 |
| Sing Sing..... | 174,601 74 | 14,000 00 | ..... | 188,601 74 | 246,284 60 | †57,682 86 |
| Supt. of Prisons, salary and ex- penses.. .. | ..... | ..... | ..... | 8,923 26 | ..... | 8,923 26 |
| Agt for discharged convicts, salary & disbursements... | ..... | ..... | ..... | 7,500 00 | ..... | 7,500 00 |
| Transportation of convicts..... | ..... | ..... | ..... | 12,604 30 | ..... | 12,604 30 |
| | \$389,372 72 | \$84,975 69 | \$512,880 56 | \$1,016,256 53 | \$506,693 71 | \$509,562 82 |

* Includes \$13,554.80, award of Board of Claims for enlargement of prison. † Surplus.

For the fiscal year ending September 30, 1886.

| | PAYMENTS. | | | | Receipts. | Excess of payments. |
|--|--------------|---|-------------------------|----------------|--------------|---------------------|
| | Maintenance. | Construction and extraordinary repairs. | Manufacturing purposes. | Total. | | |
| Auburn..... | \$124,540 48 | \$4,425 00 | \$421,938 56 | \$550,904 04 | \$385,678 92 | \$165,225 12 |
| Clinton..... | 82,722 65 | 17,627 15 | 431,852 25 | 532,202 05 | 359,890 88 | 172,311 17 |
| Sing Sing..... | 168,787 32 | 15,000 00 | ..... | 183,787 32 | 242,842 50 | *59,055 18 |
| Supt. of Prisons, salary and expenses..... | ..... | ..... | ..... | 9,667 20 | ..... | 9,667 20 |
| Agt. for discharged convicts, salary & disbursements.... | ..... | ..... | ..... | 7,500 00 | ..... | 7,500 00 |
| Transportation of convicts!..... | ..... | ..... | ..... | 13,699 52 | ..... | 13,699 52 |
| | \$376,050 45 | \$37,052 15 | \$853,790 81 | \$1,297,760 13 | \$988,412 30 | \$309,347 83 |

The number of State convicts in each of the prisons September 30, 1882, 1883, 1884, 1885 and 1886, was as follows :

| | 1882. | 1883. | 1884. | 1885. | 1886. |
|----------------|-------|-------|-------|-------|-------|
| Auburn..... | 789 | 821 | 736 | 852 | 1,064 |
| Clinton..... | 499 | 484 | 571 | 544 | 559 |
| Sing Sing..... | 1,526 | 1,483 | 1,539 | 1,541 | 1,532 |
| Totals..... | 2,814 | 2,788 | 2,846 | 2,937 | 3,155 |

The number of United States prisoners in each of the State prisons September 30, 1886, was as follows :

| | |
|----------------|-------|
| Auburn..... | 20 |
| Clinton..... | None. |
| Sing Sing..... | None. |
| Total..... | 20 |

On the 30th of September, 1886, there were confined in the several penitentiaries in the State 551 State convicts, and 711 in the State Reformatory at Elmira.

* Surplus.

EXPENDITURES FOR CANALS.

The receipts into and payments from the treasury on account of the canals, for the fiscal year ending September 30, 1886, were as follows:

Receipts:

| | |
|--|-----------------------|
| Taxes | \$1,668,060 26 |
| Sales of United States bonds..... | 212,875 00 |
| Interest on investments and deposits..... | 153,558 46 |
| Investments matured | 170,000 00 |
| Repayment of temporary loan to General Fund... | 300,000 00 |
| Miscellaneous..... | 5,544 17 |
| | <u>\$2,510,037 89</u> |

Payments by warrant:

| | |
|--|-----------------------|
| Maintenance and ordinary repairs..... | \$736,246 38 |
| Collecting statistics..... | 24,214 38 |
| Miscellaneous..... | 5,063 47 |
| New work and damages..... | 88,088 22 |
| Temporary loan to the General Fund..... | 300,000 00 |
| Principal of canal debt..... | 34,650 00 |
| Interest on canal debt..... | 500,250 00 |
| Investments on account of the canal debt sinking fund..... | 706,289 07 |
| | <u>\$2,394,801 52</u> |

EXPENDITURES FOR NEW CAPITOL.

There was paid from the treasury for the construction, etc., of the New Capitol during the fiscal year ending September 30, 1886, as follows:

| | |
|---|------------------------|
| Payments on account of construction and furnishing..... | \$403,443 74 |
| Interest on award for land occupied by Capitol... | 600 00 |
| Construction of boiler-house and coal-sheds..... | 148,637 88 |
| Expenditures and advances for all purposes to September 30, 1885..... | 17,310,720 12 |
| Total to September 30, 1885..... | <u>\$17,863,401 74</u> |

Of the appropriations of 1885, amounting to \$1,030,000, for construction and furnishing, there remained in the State treasury, subject to warrant, September 30, 1886, \$32,754 36.

TAXATION.

The following table shows the assessed valuation of the real and personal property, the rate of taxation for State purposes, and the amount of the tax of each year, from 1859 to 1886, both inclusive, 1859 being the year in which the State Board of Equalization was organized and began its labors.

| YEAR. | Real estate. | Personal. | Aggregate equalized valuation. | Rate of State tax in mills on each dollar of valuation. | State tax levied for all purposes. |
|-----------|-----------------|---------------|-----------------------------------|--|--|
| 1859..... | \$1,097,564,524 | \$307,349,155 | \$1,404,913,679 | 2 1-2 | \$3,512,284 28 |
| 1860..... | ..... | ..... | 1,419,297,520 | 3 5-6 | 5,440,640 49 |
| 1861..... | ..... | ..... | 1,441,767,430 | 3 7-8 | 5,586,848 75 |
| 1862..... | ..... | ..... | 1,449,303,948 | 4 3-4 | 6,884,193 78 |
| 1863..... | ..... | ..... | 1,454,454,817 | 5 | 7,272,274 05 |
| 1864..... | 1,161,750,000 | 339,249,877 | 1,500,999,877 | 5 1-4 | 7,880,249 33 |
| 1865..... | 1,158,327,371 | 392,552,314 | 1,550,879,685 | 4 53-80 | 7,230,976 53 |
| 1866..... | 1,196,403,416 | 334,824,220 | 1,531,229,636 | 5 9-16 | 8,517,464 85 |
| 1867..... | 1,237,703,092 | 436,404,633 | 1,664,107,725 | 7 3-5 | 12,647,218 71 |
| 1868..... | 1,327,403,886 | 438,685,254 | 1,766,089,140 | 5 4-5 | 10,243,317 01 |
| 1869..... | 1,418,132,855 | 441,987,915 | 1,860,120,770 | 5 5-8 | 10,463,179 33 |
| 1870..... | 1,532,720,907 | 434,280,278 | 1,967,001,185 | 7 41-156 | 14,285,976 55 |
| 1871..... | 1,599,930,166 | 452,607,732 | 2,052,537,898 | 5 79-120 | 11,613,943 51 |
| 1872..... | 1,644,379,410 | 447,248,035 | 2,088,627,445 | 9 3-8 | 19,580,832 30 |
| 1873..... | 1,692,523,071 | 437,102,315 | 2,129,626,386 | 6 95-100 | 14,800,903 38 |
| 1874..... | 1,750,698,918 | 418,608,955 | 2,169,307,873 | 7 1-4 | 15,727,482 08 |
| 1875..... | 1,960,352,703 | 407,427,399 | 2,367,780,102 | 6 | 14,206,680 61 |
| 1876..... | 2,108,325,872 | 357,441,401 | 2,466,267,273 | 3 11-24 | 8,529,174 32 |
| 1877..... | 2,376,252,178 | 379,488,140 | 2,755,740,318 | 3 1-6 | 8,726,511 01 |
| 1878..... | 2,373,418,490 | 364,960,110 | 2,738,378,600 | 2 9-10 | 7,941,297 94 |
| 1879..... | 2,333,669,813 | 352,469,320 | 2,686,139,133 | 2 863-1000 | 7,690,416 34 |
| 1880..... | 2,315,400,526 | 322,468,712 | 2,637,869,238 | 3 1-2 | 9,232,542 33 |
| 1881..... | 2,340,335,690 | 340,921,916 | 2,681,257,606 | 2 1-4 | 6,032,829 61 |
| 1882..... | 2,432,661,378 | 351,021,189 | 2,783,682,567 | 2 45-1000 | 6,820,022 29 |
| 1883..... | 2,557,218,240 | 315,039,085 | 2,872,257,325 | 3 1-4 | 9,334,836 31 |
| 1884..... | 2,669,173,011 | 345,418,361 | 3,014,591,372 | 2 23-40 | 7,762,572 78 |
| 1885..... | 2,762,348,218 | 332,333,239 | 3,094,731,457 | 2 96-100 | 9,160,405 11 |
| 1886..... | 2,899,899,062 | 324,783,281 | 3,224,682,343 | 2 95-100 | 9,512,812 91 |

The gross valuation of taxable property in 1876

was \$2,466,267,273

The gross valuation in 1886 was 3,224,682,343

Increase in ten years \$758,415,070

TAX RATE, 1887.

The State tax for the current fiscal year is $2\frac{95}{100}$ mills, for the following purposes :

| | |
|---|--|
| For schools, per chapter 486, Laws of 1886..... | $1\frac{3}{20}$ mill. |
| For general purposes, per chapter 486, Laws of 1886.. | $1\frac{12}{100}$ “ |
| For canals, per chapters 148, 239 and 486, Laws of 1886..... | $\frac{68}{100}$ “ |
| Total..... | <u><u>$2\frac{95}{100}$</u></u> “ |

The above tax of $2\frac{95}{100}$ mills on the present valuation will yield \$9,512,812.91.

AUCTION DUTIES.

The receipts from auction duties for the past fiscal year, as compared with those of the previous year, were as follows :

| | |
|-------------------------------------|------------------------|
| Year ending September 30, 1885..... | \$18,872 50 |
| Year ending September 30, 1886..... | 19,089 81 |
| Increase..... | <u><u>\$217 31</u></u> |

The following statement shows the amount received from auction duties for ten years, viz. :

| | |
|-----------|-------------|
| 1877..... | \$64,294 36 |
| 1878..... | 49,673 29 |
| 1879..... | 38,407 51 |
| 1880..... | 32,997 97 |
| 1881..... | 31,900 99 |
| 1882..... | 26,465 67 |
| 1883..... | 24,472 68 |
| 1884..... | 22,673 29 |
| 1885..... | 18,872 50 |
| 1886..... | 19,089 81 |

SALT DUTIES.

The report of the superintendent of the Onondaga Salt Springs shows the following receipts and expenditures for the fiscal year :

Receipts :

| | |
|-------------------------------------|-------------|
| From duty on salt manufactured..... | \$65,135 58 |
| From rents and penalties..... | 130 000 |

\$65,265 58

| | |
|--------------------|-----------|
| Expenditures | 68,102 27 |
|--------------------|-----------|

| | |
|------------------|------------|
| Deficiency | \$2,836 69 |
|------------------|------------|

The number of bushels of salt inspected the last year was 6,513,502 against 6,759,789 the preceding year. The estimate of expenses for the ensuing year is \$63,000.00.

RECEIPTS AND PAYMENTS.

| | |
|--|----------------|
| Aggregate balances in the treasury of all the funds of the State, October 1, 1885 | \$2,576,234 13 |
|--|----------------|

| | |
|--|---------------|
| Aggregate receipts during the fiscal year ending September 30, 1886 | 16,077,809 53 |
|--|---------------|

| | |
|----------------------------------|-----------------|
| Total receipts and balances..... | \$18,654,043 66 |
|----------------------------------|-----------------|

| | |
|---------------------------------------|---------------|
| Deduct payments during the year | 14,489,805 11 |
|---------------------------------------|---------------|

| | |
|--|----------------|
| Balance in the treasury September 30, 1886.. | \$4,164,238 55 |
|--|----------------|

GENERAL FUND REVENUE.

The following condensed statement gives the revenue and expenditures on account of this fund for the last fiscal year, showing an apparent surplus of \$2,399,761.25 on the 30th September, 1886 :

| | |
|--|----------------|
| Balance in the treasury October 1, 1885 | \$1,018,755 50 |
| Amount of receipts into the treasury during the year ending September 30, 1886 (see Schedule I) | 9,799,215 97 |
| Amount of warrants drawn on the treasury during the fiscal year ending September 30, 1886 (see Schedule II)..... | 8,418,210 22 |
| | <hr/> |
| Apparent surplus September 30, 1886..... | \$2,399,761 25 |
| | <hr/> <hr/> |

The foregoing statement exhibits the surplus in the treasury at the close of the fiscal year, taking in account solely the receipts and payments on account of the General Fund, including the balance on hand September 30, 1885. The following statement represents the true state of the fund, taking in consideration all resources and liabilities, showing a surplus of \$3,213,182.27.

| | |
|---|----------------|
| Balances due from county treasurers September 30, 1886, on State tax of 1885..... | \$100,187 24 |
| Add amount paid on account of 1886, appropriations (\$688,485.60 for State prisons, and \$105,000 for Niagara Park bonds) included in tax levy, payable into the State treasury in April and May, 1887..... | 1,488,845 24 |
| Add apparent surplus of the revenue, September 30, 1886, as shown in preceding statement..... | 2,399,761 25 |
| | <hr/> |
| | \$3,988,793 73 |
| Deduct balances of 1885 appropriations unpaid and in force September 30, 1886..... | 775,611 46 |
| | <hr/> |
| Actual surplus September 30, 1886..... | \$3,213,182 27 |
| | <hr/> <hr/> |

RECEIPTS AND EXPENDITURES.

The receipts into and payments from the treasury, on account of all the funds, except the Canal and Free School fund, for the fiscal year ending September 30, 1886, were as follows :

| | |
|------------------------------------|-----------------|
| Receipts, including balances | \$11,596,828 37 |
| Payments | 9,037,393 56 |

| | |
|---|----------------|
| Balance in treasury September 30, 1886..... | \$2,559,434 81 |
|---|----------------|

| | |
|--|----------------|
| Balance in the treasury October 1, 1885..... | \$1,131,382 99 |
|--|----------------|

| | |
|---|---------------|
| Amount received into the treasury on account of the several funds, except the Canal and Free School funds, during the year ending September 30, 1886 (see Schedule I)..... | 10,465,445 38 |
|---|---------------|

| | |
|--|--------|
| Amount of warrants drawn on the treasury remain- ing unpaid September 30, 1886..... | 805 78 |
|--|--------|

| | |
|--|-----------------|
| | \$11,597,634 15 |
|--|-----------------|

| | |
|--|----------------|
| Amount of warrants drawn on the treasury on account of the several funds during the year ending Sept. 30, 1886 (see Schedule II), | \$9,037,393 56 |
|--|----------------|

| | |
|--|--------------|
| Amount of warrants drawn on the treasury remaining unpaid Sep- tember 30, 1885:..... | 805 78 |
| | 9,038,199 34 |

| | |
|--|----------------|
| Balance in the treasury September 30, 1886.. | \$2,559,434 81 |
|--|----------------|

The balances due from and to the treasury, September 30, 1886, were as given in the following statement :

| | |
|--|----------------|
| From Common School Fund revenue deficiency.. | \$33,221 51 |
| From College Land Scrip Fund revenue deficiency, | |
| From Literature Fund revenue deficiency..... | |
| From the Treasurer for balance in the treasury... | 2,559,434 81 |
| | \$2,592,656 32 |

To the School Fund :

| | | |
|--------------|--|-------------|
| Capital..... | | \$39,906 06 |
|--------------|--|-------------|

To the Literature Fund :

| | | |
|--------------|----------|--|
| Capital..... | \$380 76 | |
|--------------|----------|--|

| | | |
|--------------|----------|--|
| Revenue..... | 3,190 68 | |
|--------------|----------|--|

| | | |
|--|--|----------|
| | | 3,571 44 |
|--|--|----------|

To the United States Deposit Fund :

| | | |
|--------------|-------------|--|
| Capital..... | \$55,187 71 | |
|--------------|-------------|--|

| | | |
|--------------|-----------|--|
| Revenue..... | 21,936 28 | |
|--------------|-----------|--|

| | | |
|--|--|-----------|
| | | 77,123 99 |
|--|--|-----------|

To the College Land Scrip Fund :

| | | |
|--------------|-------------|--|
| Capital..... | \$59,009 12 | |
|--------------|-------------|--|

| | | |
|--------------|----------|--|
| Revenue..... | 3,097 21 | |
|--------------|----------|--|

| | | |
|--|--|-----------|
| | | 62,106 32 |
|--|--|-----------|

To the Military Record Fund :

| | | |
|--------------|----------|--|
| Capital..... | \$121 40 | |
|--------------|----------|--|

| | | |
|--------------|-----------|--|
| Revenue..... | 10,065 85 | |
|--------------|-----------|--|

| | | |
|--|--|-----------|
| | | 10,187 25 |
|--|--|-----------|

| | | |
|----------------------------------|--|--------------|
| To the General Fund Revenue..... | | 2,399,761 25 |
|----------------------------------|--|--------------|

| | | |
|--|--|----------------|
| | | \$2,592,656 32 |
|--|--|----------------|

FISCAL YEAR 1886-7.

The receipts and payments on account of the General Fund revenue for the fiscal year ending September 30, 1887, are estimated as follows :

| | |
|---|----------------|
| Estimated receipts, including balances..... | \$8,914,887 06 |
|---|----------------|

| | |
|-------------------------|--------------|
| Estimated payments..... | 6,342,220 67 |
|-------------------------|--------------|

| | |
|---|----------------|
| Estimated surplus September 30, 1887..... | \$2,572,666 39 |
|---|----------------|

All estimated payments are based on appropriations now in force, and any that may be made by the present Legislature are not taken into account.

The details of these estimates will be found in Schedule III.

I.

TREASURY, 1886.

SCHEDULE OF MONEYS RECEIVED IN THE TREASURY DURING THE
YEAR ENDING SEPTEMBER 30, 1886.

DUTIES.

| | |
|--------------------|-------------|
| Auction duty | \$19,089 81 |
| Salt duty..... | 65,268 45 |

FEES OF PUBLIC OFFICERS.

| | | |
|---|-------------|-----------|
| Secretary of State..... | \$23,025 84 | |
| Comptroller | 1,211 51 | |
| Clerk of Court of Appeals | 3,057 98 | |
| Railroad Commissioners..... | 60 01 | |
| | <hr/> | 27,355 34 |
| Interest on deposits of the Treasurer | | 18,720 66 |

PUBLIC LANDS.

| | | |
|---|------------|--------------|
| Sales of general fund lands..... | \$9,127 29 | |
| Sales of land under water | 5,302 28 | |
| Trespass on land, sale of logs, etc..... | 5,477 39 | |
| | <hr/> | 19,906 96 |
| Taxes on corporations..... | | 1,376,061 44 |
| State tax of 1885, exclusive of 1 mill tax for common schools | | 6,240,370 85 |

STATE PRISON EARNINGS.

| | | |
|--|--------------|------------|
| Auburn | \$385,678 92 | |
| Clinton..... | 359,890 88 | |
| Sing Sing | 242,842 50 | |
| | <hr/> | 988,412 30 |
| Tax on collateral inheritances..... | | 84,123 92 |
| Tax on organization of corporations..... | | 53,600 06 |

MISCELLANEOUS.

| | | |
|--|----------|-----------|
| Paid by United States to reimburse war expenses ... | | 18,837 85 |
| Fines under game laws..... | | 169 57 |
| Fines under dairy laws..... | | 2,274 40 |
| Stationery sold..... | | 736 14 |
| New Capitol, sale of old material..... | \$350 00 | |
| Unexpended balance of appropriation for elevators | 11 96 | |
| | <hr/> | 361 96 |

Carried forward..... \$8,915,294 71

| | | |
|--|-------------|--------|
| Brought forward..... | \$8,915,294 | 71 |
| Clerk of the Senate, unexpended balance, | \$634 | 15 |
| Over-payment to page | 16 | 00 |
| | | <hr/> |
| | | 650 15 |
| Erroneous payment to stenographer in Governor's office | | 50 00 |
| Agricultural experiment station, sale of produce | | 858 73 |
| Fees of notaries | 2,986 | 94 |
| Balance of Custodial asylum fund..... | 4,046 | 35 |
| Balance of appropriation to idiot asylum..... | 53 | 13 |
| Peddlers' licenses..... | 30 | 00 |
| Transfer from school fund for bonds for lands..... | 1,173 | 75 |
| Sale of old Normal School building, Albany..... | 19,876 | 65 |
| Sale of armory lot, Troy..... | 2,265 | 55 |
| Conscience money | 520 | 00 |
| Copying papers, Regents' office | 4 | 18 |
| Balance of appropriation for repair of Geological Hall, | | 11 50 |
| Erroneous payment to Civil Service Commission.... | | 20 00 |
| Check drawn erroneously for public lands | | 281 25 |

MONEYS RECEIVED ON ACCOUNT OF PREVIOUS
ADVANCES, OR TO BE PAID FROM THE TREASURY.

NON-RESIDENT TAXES.

| | | |
|---|----------|------------|
| Arrears of taxes | \$86,914 | 70 |
| Interest | 30,288 | 86 |
| Redemption of lands..... | 43,917 | 25 |
| Sales for taxes | 152,663 | 76 |
| Interest on sales..... | 417 | 55 |
| For advertising | 3,991 | 57 |
| | | <hr/> |
| | | 318,193 69 |
| Bank Department, for expenses..... | | 19,400 32 |
| Insurance Department, for fees..... | | 107,580 30 |
| Railroad companies, for salaries and expenses of Railroad Commissioners | | 64,911 11 |
| Gas-light companies, salary and expenses of Inspector of gas meters | | 2,548 63 |
| Temporary loan in anticipation of State tax..... | 300,000 | 00 |
| Public administrators..... | 7,382 | 03 |
| Electric Sub-way Commissioners | 31,077 | 00 |

Total receipts on account of general fund..... \$9,799,215 97

SUNDRY FUNDS.

| | | |
|------------------------------------|--------------|------------|
| On account of common school fund : | | |
| Capital..... | \$40,745 | 27 |
| Revenue | 243,170 | 96 |
| | | <hr/> |
| | | 283,916 23 |
| On account of literature fund : | | |
| Revenue | | 45,139 02 |
| | | <hr/> |
| Carried forward..... | \$10,128,271 | 22 |

| | | |
|--|-----------------|-------------|
| Brought forward | \$10,128,271 22 | |
| On account of United States deposit fund : | | |
| Capital..... | \$135,600 57 | |
| Revenue | 179,390 24 | |
| | <hr/> | 314,990 81 |
| On account of college land scrip fund : | | |
| Revenue | | 19,330 81 |
| On account of military record fund : | | |
| Revenue | | 2,852 54 |
| | | <hr/> |
| Total receipts..... | \$10,465,445 38 | <hr/> <hr/> |

II.

PAYMENTS.

SCHEDULE OF WARRANTS DRAWN ON THE TREASURY DURING THE
YEAR ENDING SEPTEMBER 30, 1886.

EXECUTIVE DEPARTMENT.

| | | |
|--|-------------|-------------|
| Governor, salary..... | \$10,000 00 | |
| Lieutenant-Governor | 3,750 00 | |
| Private secretary | 4,000 00 | |
| Military secretary..... | 625 00 | |
| Compensation of clerks and stenog- raphers..... | 7,256 66 | |
| Pay of messengers..... | 1,399 98 | |
| Governor's house : | | |
| Purchase of lots..... | \$39,000 00 | |
| Paid on account of rebuild- ing..... | 12,362 67 | |
| Gardener and sundry ex- penses..... | 997 57 | |
| | <hr/> | 52,360 24 |
| Expenses of Governor's office..... | 4,078 93 | |
| | <hr/> | \$83,470 81 |

COURT OF APPEALS.

| | | |
|---------------------------------------|-------------|-----------|
| Judges of the court, salaries..... | \$49,500 00 | |
| Allowance for expenses..... | 14,000 00 | |
| | <hr/> | 63,500 00 |
| State Reporter, salary..... | \$5,000 00 | |
| Compensation of Reporter's clerk..... | 2,166 68 | |
| | <hr/> | 7,166 68 |
| Clerk of the court..... | \$5,000 00 | |
| Deputy clerk..... | 3,000 00 | |
| Compensation of clerks and messenger. | 6,000 00 | |
| Crier and attendants..... | 9,300 00 | |
| Books for library..... | 407 43 | |
| Expenses of the office..... | 3,254 35 | |
| | <hr/> | 26,961 78 |

SUPREME COURT.

| | | |
|-------------------------------|-------------|--------------|
| First district, salaries..... | \$42,000 00 | |
| Second district, salaries.. | \$49,500 00 | |
| expenses. | 7,200 00 | |
| | <hr/> | 56,700 00 |
| Carried forward..... | \$98,700 00 | \$181,099 27 |

| | | |
|------------------------------|-------------|--------------|
| Brought forward | \$98,700 00 | \$181,099 27 |
| Third district, salaries ... | 29,315 22 | |
| expenses... | 5,863 04 | |
| | <hr/> | 35,178 26 |
| Fourth district, salaries . | \$30,000 00 | |
| expenses. | 6,000 00 | |
| | <hr/> | 36,000 00 |
| Fifth district, salaries.... | \$36,000 00 | |
| expenses .. | 7,200 00 | |
| | <hr/> | 43,200 00 |
| Sixth district, salaries.... | \$30,000 00 | |
| expenses... | 6,000 00 | |
| | <hr/> | 36,000 00 |
| Seventh district, salaries.. | \$36,000 00 | |
| expenses. | 7,200 00 | |
| | <hr/> | 43,200 00 |
| Eighth district, salaries.. | \$42,000 00 | |
| expenses. | 7,200 00 | |
| | <hr/> | 49,200 00 |

SUPREME COURT LIBRARIES.

For the following judicial districts, viz.

| | | |
|------------------|----------|----------|
| District 1 | \$500 00 | |
| District 2 | 1,199 35 | |
| District 3 | 600 00 | |
| District 4 | 602 30 | |
| District 5 | 1,198 69 | |
| District 6 | 1,127 22 | |
| District 7 | 577 64 | |
| District 8 | 604 00 | |
| | <hr/> | 6,409 20 |

STENOGRAPHERS OF SUPREME COURT.

| | | |
|--|------------|-----------|
| District 2 | \$6,250 00 | |
| District 3 | 3,000 00 | |
| District 4 | 240 17 | |
| District 6 | 3,000 00 | |
| | <hr/> | 12,490 17 |
| General Term expenses | 3,379 21 | |
| Reports of courts for distribution | 574 92 | |

ATTORNEY GENERAL'S OFFICE.

| | |
|---|------------|
| Attorney-General, salary... | \$5,000 00 |
| Deputies | 10,354 17 |
| Expenses of Attorney and deputies | 3,433 34 |
| Compensation of clerks and stenographer | 13,354 17 |
| Expense of establishing State title to certain lands | 805 00 |

| | | | |
|--------------------|-------------|--------------|--------------|
| Carried forward... | \$32,946 68 | \$364,331 76 | \$181,099 27 |
|--------------------|-------------|--------------|--------------|

| | | | |
|--|-------------|--------------|--------------|
| Brought forward | \$32,946 68 | \$364,331 76 | \$181,099 27 |
| Expenses of the office | 1,783 38 | | |
| Services and expenses of attorneys employed in suits against the State . . | 13,583 73 | | |
| Judgments for costs | 528 55 | | |
| | <hr/> | 48,842 34 | |

BOARD OF CLAIMS.

| | | | |
|--|-------------|-----------|------------|
| Commissioners, salaries and expenses | \$16,844 39 | | |
| Clerks, stenographer and messenger | 6,800 00 | | |
| Traveling expenses of clerks and stenographer . | 314 02 | | |
| Contingent expenses | 3,000 00 | | |
| | <hr/> | 26,958 41 | |
| | | <hr/> | 440,132 51 |

OFFICE OF SECRETARY OF STATE.

| | | | |
|--|------------|--|-----------|
| Secretary of State, salary | \$5,000 00 | | |
| Deputy Secretary | 4,000 00 | | |
| Compensation of clerks and messenger. | 19,961 06 | | |
| Expenses of the office | 2,749 23 | | |
| Printing and binding election laws | 3,750 00 | | |
| | <hr/> | | 35,460 23 |

COMPTROLLER'S OFFICE.

| | | | |
|---------------------------------------|------------|--|-----------|
| Comptroller, salary | \$6,000 00 | | |
| Deputy Comptroller | 4,000 00 | | |
| Compensation of clerks and messenger. | 30,159 18 | | |
| Expenses of the office | 4,594 46 | | |
| | <hr/> | | 44,753 64 |

TREASURER'S OFFICE.

| | | | |
|---------------------------------------|------------|--|-----------|
| Treasurer, salary | \$5,000 00 | | |
| Deputy Treasurer | 4,000 00 | | |
| Compensation of clerks and messenger. | 12,383 31 | | |
| Expenses of the office | 1,343 85 | | |
| | <hr/> | | 22,727 16 |

OFFICE OF STATE ENGINEER AND SURVEYOR.

| | | | |
|----------------------------------|------------|--|-----------|
| State Engineer, salary | \$5,000 00 | | |
| Deputy State Engineer | 3,763 43 | | |
| Compensation of clerks | 3,500 00 | | |
| Expenses of the office | 485 63 | | |
| | <hr/> | | 12,749 06 |

DEPARTMENT OF PUBLIC INSTRUCTION.

| | | | |
|---------------------------------------|------------|--|-----------|
| Superintendent, salary | \$5,000 00 | | |
| Deputy Superintendent | 3,452 65 | | |
| Compensation of clerks and messenger. | 9,949 02 | | |
| Expenses of the office | 4,060 11 | | |
| | <hr/> | | 22,461 78 |

| | | | |
|---------------------------|--|--------------|--|
| Carried forward | | \$759,383 65 | |
|---------------------------|--|--------------|--|

Brought forward \$759,383 65

STATE BOARD OF CHARITIES.

| | | |
|---|------------|-----------------|
| Salaries of Secretaries..... | \$6,000 00 | |
| Stenographer..... | 400 00 | |
| Expenses of commissioners..... | 992 13 | |
| Expenses of secretaries in visiting alms- houses, removal and care of paupers, etc..... | 902 61 | |
| Clerical service..... | 604 20 | |
| Printing, etc..... | 938 26 | |
| Proceedings of charity conferences.... | 100 13 | |
| Inspection of asylums and report—Drs. Mott and Agnew..... | 65 00 | |
| Contingent expenses..... | 84 64 | |
| Support, treatment and removal of State paupers..... | 41,095 77 | |
| | | <hr/> 51,182 74 |

STATE BOARD OF HEALTH.

| | | |
|--|------------|-----------------|
| Secretary, salary..... | \$3,116 66 | |
| Clerks, stenographer and messenger.... | 8,912 50 | |
| Extra clerical service..... | 1,830 81 | |
| Members' traveling expenses..... | 641 55 | |
| Engineer, services and expenses..... | 1,308 28 | |
| Analyst and chemist, services and ex- penses..... | 4,502 18 | |
| Printing..... | 1,536 22 | |
| Cost of beer analyses..... | 1,922 99 | |
| Contingent and general expenses..... | 1,371 59 | |
| | | <hr/> 25 142 78 |

BUREAU OF LABOR STATISTICS.

| | | |
|--|------------|-----------------|
| Commissioner, salary..... | \$3,000 00 | |
| Clerks and clerical service..... | 5,820 76 | |
| Agents and collectors..... | 1,096 26 | |
| Postage, transportation and other ex- penses..... | 4,067 24 | |
| | | <hr/> 13,984 26 |

CIVIL SERVICE COMMISSION.

| | | |
|---|------------|-----------------|
| Commissioners, services..... | \$5,833 32 | |
| Commissioners, expenses..... | 827 46 | |
| Examiners, services and expenses..... | 4,465 26 | |
| Secretary, services and expenses..... | 1,805 36 | |
| Clerk hire and stenographic service.... | 1,080 00 | |
| Postage, stationery and other expenses. | 1,490 26 | |
| | | <hr/> 15,501 66 |

Carried forward \$865,195 09

Brought forward..... \$865,195 09

STATE DAIRY COMMISSION.

| | | |
|---|-------------|-----------|
| Commissioner and assistants, services and expenses..... | \$9,327 16 | |
| Chemists, experts, etc., services..... | \$25,156 46 | |
| Chemists, experts, etc., expenses..... | 7,135 26 | |
| | <hr/> | 32,291 72 |
| Chemists, experts, etc., services and expenses..... | 467 61 | |
| Legal services and expenses..... | 9,757 16 | |
| Printing, postage and contingent expenses..... | 2,495 94 | |
| | <hr/> | 54,339 59 |

QUARANTINE.

| | | |
|---|-------------|-----------|
| Support and repair of quarantine station. | \$24,828 43 | |
| Salaries of commissioners..... | 7,500 00 | |
| | <hr/> | 32,328 43 |

FOREST COMMISSION.

| | | |
|--|------------|-----------|
| Commissioner's expenses..... | \$2,635 90 | |
| Clerk hire and clerical service..... | 1,497 15 | |
| Inspector's services and expenses..... | 3,676 26 | |
| Surveyor..... | 1,059 84 | |
| Foresters | 4,783 73 | |
| Legal services and expenses..... | 937 13 | |
| Printing, postage, maps, etc..... | 2,104 15 | |
| | <hr/> | 16,694 16 |

FACTORY INSPECTOR.

| | | |
|---|----------|----------|
| Inspector and assistant, services and expenses..... | \$990 57 | |
| Contingent expenses..... | 128 54 | |
| | <hr/> | 1,119 11 |

COMMISSIONERS OF FISHERIES.

| | | |
|--|----------------|-----------|
| Salaries and expenses of Commissioners' agents..... | \$23,169 07 | |
| Constructing Adirondack hatchery.... | 1,500 00 | |
| Expenses of oyster investigation..... | 2,143 02 | |
| Surveying and mapping oyster territory, | 1,076 66 | |
| | <hr/> | 27,888 75 |
| Oyster protector, services and expenses..... | 391 74 | |
| Dairymen's Association, expenses..... | 1,000 00 | |
| Game and fish protectors, salaries and expenses..... | 12,025 86 | |
| | <hr/> | |
| Carried forward..... | \$1,010,982 73 | |

Brought forward..... \$1,010,982 73

BOARD OF ARBITRATION.

| | | |
|--|------------|----------|
| Commissioners' salaries and expenses.. | \$2,657 41 | |
| Secretary, salary and expenses | 575 86 | |
| Contingent expenses..... | 451 98 | |
| | <hr/> | 3,685 25 |

STATE ASSESSORS.

| | | |
|----------------|------------|----------|
| Salaries | \$7,499 94 | |
| Expenses | 1,500 00 | |
| | <hr/> | 8,999 94 |

PUBLIC LANDS.

| | | |
|---|------------|-----------|
| Services and expenses of agents in care of lands and restraining trespassers.. | \$3,286 35 | |
| Appraisals, surveys, maps, etc..... | 1,995 25 | |
| Advertising and printing..... | 627 90 | |
| Serving notices, recording, etc..... | 175 91 | |
| Legal services..... | 635 00 | |
| Bids, redemption, etc., from county sales, | 370 78 | |
| Assessment on Normal School premises, Buffalo | 19,661 86 | |
| Assessment on armory lot, Troy..... | 3,653 25 | |
| Assessment for paving streets, Albany.. | 8,821 24 | |
| | <hr/> | 39,227 54 |
| Expenses of State survey..... | | 841 33 |
| Expenses of State Boundary Commission..... | | 372 77 |
| Removing trespassers from Indian lands..... | | 92 00 |
| Failure of title to lands sold | | 304 20 |

STATE RESERVATION AT NIAGARA.

| | | |
|------------------------------|-------------|------------|
| Award for lands..... | \$28,121 51 | |
| Legal services..... | 3,000 00 | |
| State bond paid | 100,000 00 | |
| Interest on State bonds..... | 25,000 00 | |
| | <hr/> | 156,121 51 |

RIVERS, BRIDGES, ETC.

| | |
|--|-------------|
| Improving navigation of Hudson river.. | \$31,252 55 |
| Improving Grass river..... | 913 33 |
| Dredging Catskill creek..... | 2,907 40 |
| Improving Cayuga inlet..... | 1,025 02 |
| Suffolk county canal | 12,956 29 |
| Protecting Erie canal from encroach- ments of Lake Erie | 3,362 84 |
| Draining abandoned canal, Rome..... | 1,151 45 |
| Draining abandoned Chemung canal... | 9,387 30 |
| Sewer under canal at Miller's dam..... | 232 55 |

Carried forward..... \$63,188 73 \$1,220,627 27

| | | |
|---|-------------|-----------------|
| Brought forward | \$63,188 73 | \$1,220,627 27 |
| Culvert at Utica | 351 78 | |
| Waste gates, Eagle harbor | 34 40 | |
| Repairs at Glen creek | 168 22 | |
| Repairs at Fall creek | 2,055 06 | |
| Canal wall, Corning | 46 44 | |
| Canal bridges at Albany | 600 00 | |
| Canal bridges at Troy | 600 00 | |
| Canal bridges at Syracuse | 3,000 00 | |
| Canal bridges at Utica | 555 22 | |
| Canal bridges at Herkimer county | 1,925 25 | |
| Bridge over Tonawanda creek | 686 37 | |
| Abating nuisance on State land near Rochester | 2,998 17 | |
| Repairing roads on Onondaga reservation | 1,091 27 | |
| Repairing State road from Forestport to Woodhall dam | 487 45 | |
| | | <hr/> 77,788 36 |
| Expense of commission on storing the head-waters of Hudson river | \$693,84 | |
| Constructing reservoir on Beaver river, | 5,696 70 | |
| | | <hr/> 6,390 54 |

PUBLIC OFFICES.

| | | |
|---|----------|----------------|
| Postage on letters, etc.: | | |
| Governor | \$471 69 | |
| Secretary of State | 1,131 89 | |
| Comptroller | 981 56 | |
| Treasurer | 162 65 | |
| Attorney General | 209 88 | |
| State Engineer | 102 52 | |
| Department of Public Instruction.. | 688 82 | |
| Court of Appeals | 317 22 | |
| Adjutant General | 415 59 | |
| Inspector General | 50 00 | |
| Board of Charities | 110 00 | |
| Board of Health | 452 00 | |
| | | <hr/> 5,093 82 |
| Stationery for the public offices | | 6,237 25 |
| Transportation of packages, including boxes | | 2,477 01 |

PUBLIC BUILDINGS.

| | | |
|--|----------------|------------------|
| Expenditures of superintendent for care, repairs, etc., of Capitol, State Hall and Geological Hall. | \$149,378 87 | |
| Repairing and painting Geological Hall, | 5,000 00 | |
| Repairing sidewalk State Hall | 78 00 | |
| | | <hr/> 154,456 87 |
| Carried forward | \$1,473,071 12 | |

Brought forward..... \$1,473,071 12

CAPITOL.

| | | |
|---|--------------|------------|
| Materials and labor in constructing and furnishing New Capitol | \$403,443 74 | |
| Constructing boiler-house and coal sheds, | 148,637 88 | |
| Interest on award for land..... | 600 00 | |
| | <hr/> | 552,681 62 |

STATE LIBRARY.

| | | |
|--|-------------|-----------|
| Librarians and janitor, services..... | \$11,000 00 | |
| Purchase of books..... | 5,460 57 | |
| Binding, etc..... | 1,540 49 | |
| Arranging and indexing Clinton manu- scripts..... | 1,000 00 | |
| Cleaning, printing, etc..... | 1,760 23 | |
| | <hr/> | 20,761 29 |

NEW YORK STATE MUSEUM.

| | | |
|---|------------|-----------|
| Director, salary..... | \$3,500 00 | |
| Entomologist, salary and expenses..... | 2,290 38 | |
| Botanist, salary and expenses..... | 1,642 58 | |
| Salaries of assistants..... | 4,300 00 | |
| Increase and preservation of the cabinet, | 5,664 79 | |
| Fitting State Hall for use of Museum.. | 2,746 76 | |
| Removing State Museum..... | 908 36 | |
| | <hr/> | 21,052 87 |

NATURAL HISTORY.

| | | |
|---|------------|-----------|
| James Hall, for authorship, clerk hire, etc..... | \$2,081 50 | |
| Drawings..... | 714 00 | |
| Printing and engraving..... | 8,275 21 | |
| Services of assistant..... | 125 00 | |
| | <hr/> | 11,195 71 |

REGENTS OF THE UNIVERSITY.

| | | |
|--------------------------|------------|----------|
| Secretary, salary..... | \$3,500 00 | |
| Assistant secretary..... | 2,000 00 | |
| Contingent expenses..... | 4,073 90 | |
| | <hr/> | 9,573 90 |

NORMAL SCHOOLS.

| | | |
|----------------|-------------|-----------|
| Albany..... | \$41,347 75 | |
| Brookport..... | 246 10 | |
| Buffalo..... | 45 30 | |
| Cortland..... | 5,331 20 | |
| Fredonia..... | 5,547 46 | |
| Oswego..... | 9,384 28 | |
| Potsdam..... | 33,280 00 | |
| | <hr/> | 95,182 09 |

Carried forward..... \$2,183,518 00

Brought forward \$2,183,518 60

LEGISLATURE.

Compensation of officers and members.. \$322,620 62

Advances to clerks :

Senate \$4,500 00

Assembly 9,000 00

13,500 00

Committees, clerks and expenses..... 13,309 09

Compensation of witnesses..... 1,027 40

Expenses of investigations..... 87,126 13

Postage :

Senate \$1,420 60

Assembly 2,759 22

4,179 82

Pay of chaplains..... 1,000 00

Legislative and Clerk's Manual..... 2,695 22

Clerk of Senate, indexing journals, etc.. 500 00

Clerk of Assembly, indexing journals,
etc., 1885 and 1886..... 1,500 00

Translating and printing Governor's
message in German..... 882 74

Expenses of funeral of Governor Sey-
mour..... 354 80

Expenses of funeral of Senator McCar-
thy 138 00

Expenses of funeral of President Grant,
Transporting mails..... 292 25

1,196 00

Contested election expenses :

J. B. Shea..... 750 00

Yates v. Wemple..... 3,954 55

Costs in case of W. McDonald..... 1,775 40

New York reports, etc., for library..... 66 04

Chair and desk for Senate 53 00

Transportation of packages by express :

Senate..... \$773 34

Assembly 2,150 17

2,923 51

459,844 57

PRINTING FOR THE STATE.

Legislative \$37,416 60

Publishing official notices..... 518 74

Printing session laws and slips of laws,
1886 40 43

Publishing session laws, 1886..... 5,087 25

Printing testimony in investigation of
New York gas supply..... 1,176 00

Printing testimony in investigation of
arsenals and armories, 1884..... 3,075 00

Carried forward..... \$47,314 02 \$2,643,363 17

| | | |
|---|-------------|----------------|
| Brought forward..... | \$47,314 02 | \$2,643,363 17 |
| Balance due for printing Election Code, | 1,286 45 | . |
| Preparing and printing 2,000 maps in colors for Forest Commission..... | 780 00 | |
| Printing and binding school registers, 1885..... | 3,857 60 | |
| Printing and binding school registers, 1886..... | 3,857 60 | |
| Binding legislative documents..... | 5,928 10 | |
| Binding session laws..... | 384,57 | |
| | <hr/> | 63,408 34 |

MILITIA OF THE STATE.

Adjutant-General's office :

| | |
|--|-------------|
| Services..... | \$14,900 00 |
| Expenses..... | 6,830 07 |
| Allowance to commis- sioned officers..... | 4,310 00 |
| Preparing rules and regulations..... | 680 00 |
| Printing and binding. | 11,173 92 |

 37,893 99

Inspector-General's office :

| | |
|---------------|------------|
| Services..... | \$4,474 98 |
| Expenses..... | 2,459 88 |

 6,934 86

Inspector of rifle practice :

| | |
|---------------------------------|------------|
| Services..... | \$2,650 00 |
| Expenses..... | 3,429 06 |
| Maintaining rifle range..... | 5,410 00 |
| Printing..... | 439 28 |

 11 928 34

Ordnance department :

| | |
|---|-------------|
| Services..... | \$20,398 78 |
| Expenses..... | 10,244 03 |
| Purchases..... | 55,192 69 |
| Purchase and im- provement of State camp..... | 46,755 57 |
| Subsistence of troops. | 20,014 64 |
| Transportation of troops..... | 17,017 81 |

 169,623 52

Paymaster:

| | |
|---|-----------|
| Pay of officers and men at camp..... | 57,500 00 |
| Assistant paymaster.. | 150 00 |

 57,650 00

 Carried forward..... \$284,031 71 \$2,706,771 51

| | | |
|---|-----------------|----------------|
| Brought forward..... | \$284,030 71 | \$2,706,771 51 |
| Judge Advocate, services..... | 300 00 | |
| Expenses of Governor's staff... .. | 209 60 | |
| Military fund..... | 87,547 98 | |
| Headquarters' expenses..... | 9,966 41 | |
| Expenses of courts-martial, etc..... | 1,338 19 | |
| Investigating war claims against the United States | 3,402 30 | |
| Arsenals and armories: | | |
| Brooklyn | \$36,873 35 | |
| Binghamton..... | 1,511 55 | |
| Buffalo..... | 2,156 16 | |
| Oneonta | 6,514 00 | |
| Troy | 10,024 55 | |
| Walton | 3,113 60 | |
| Repairs of arsenals and armories..... | 12,617 21 | |
| | <hr/> 72,810 42 | |
| | | 459,605 61 |

INDIAN AFFAIRS.

| | | |
|--|----------|----------|
| Compensation of agents and attorneys.. | \$861 42 | |
| Physician for Onondagas..... | 300 00 | |
| Indian annuities..... | 7,361 67 | |
| | <hr/> | 8,523 09 |

PROMOTION OF AGRICULTURE.

| | | |
|---|-------------|-----------|
| County societies..... | \$13,258 60 | |
| New York State society..... | 5,706 25 | |
| American Institute | 2,315 63 | |
| Indian societies..... | 499 98 | |
| | <hr/> | 21,780 46 |
| Agricultural experiment station, expenses | | 24,401 65 |

ONONDAGA SALT SPRINGS.

| | | |
|---|-------------|-----------|
| Advances on superintendent's estimates, | \$65,089 06 | |
| Laying iron pipe | 10,000 00 | |
| | <hr/> | 75,089 06 |

TEMPORARY LOANS.

| | | |
|---|--------------|------------|
| Loan in anticipation of State tax | \$300,000 00 | |
| Interest | 3,197 26 | |
| | <hr/> | 303,197 26 |

SUNDRY PAYMENTS.

| | | |
|---|----------------|--|
| Auction agent..... | 400 00 | |
| Superintendent of weights and measures..... | 627 25 | |
| Washington's headquarters..... | 2,800 00 | |
| Tax on inheritances, printing..... | 908 00 | |
| | <hr/> | |
| Carried forward..... | \$3,604,103 89 | |

| | |
|---|----------------|
| Brought forward..... | \$3,604,103 89 |
| Diseases of animals..... | 3,212 60 |
| Shore inspector, salary and expenses..... | 14,597 09 |
| Pilot commissioners, expenses..... | 3,280 67 |
| Re-publishing session laws..... | 650 00 |
| Erroneous payments into the treasury..... | 890 19 |
| Surrogates' fees | 367 91 |
| Erroneous tax on corporations returned..... | 4,083 17 |
| Investigation of commissioners of excise, N. Y..... | 3,730 32 |

STATE TAX (CANAL).

| | |
|---|--------------|
| Proceeds of 55-100 mill tax of 1885, levied for canal purposes..... | 1,668 060 26 |
|---|--------------|

COMMISSIONER IN LUNACY.

| | | |
|----------------|------------|----------|
| Salary..... | \$3,999 96 | |
| Expenses | 383 30 | |
| | <hr/> | 4,383 26 |

CHARITABLE INSTITUTIONS.

State Lunatic Asylum at Utica :

| | | |
|--|-------------|-------------|
| Salaries of officers... | \$15,000 00 | |
| Rebuilding sun room, sewers, etc..... | 50,332 29 | |
| | <hr/> | \$65,332 29 |

Willard Asylum :

| | | |
|---|-------------|-----------|
| Salaries of officers... | \$13,300 00 | |
| Enlarging and improv- ing buildings..... | 15,300 00 | |
| Bakery, sheds, etc.... | 3,446 00 | |
| | <hr/> | 32,046 00 |

Buffalo Asylum :

| | | |
|--------------------------------|------------|-----------|
| Salaries of officers... | \$9,900 00 | |
| Sidewalks and barns. | 10,962,50 | |
| Improving grounds, etc..... | 940 06 | |
| | <hr/> | 21,802 56 |

State Homœopathic Asylum :

| | | |
|--|------------|-----------|
| Salaries of officers... | \$7,500 00 | |
| Additional buildings. | 31,000 00 | |
| Farm implements, grad- ing, plumbing, etc.. | 5,000 00 | |
| | <hr/> | 43 500,00 |

Hudson River State Hospital :

| | | |
|-------------------------|-------------|-----------|
| Salaries of officers... | \$11,623 28 | |
| Renewals and repairs. | 28,600 00 | |
| | <hr/> | 40,223 28 |

| | | |
|----------------------|--------------|----------------|
| Carried forward..... | \$202,904 13 | \$5,307,359 36 |
|----------------------|--------------|----------------|

| | | |
|--|--------------|----------------|
| Brought forward | \$202,904 13 | \$5,307,359 36 |
| Binghamton Asylum : | | |
| Salaries of officers... | \$7,500 00 | |
| New buildings for patients | 60,200 00 | |
| Sewer and cellar..... | 15,100 00 | |
| Boiler, boilerhouse and laundry | 9,000 00 | |
| Gas-house, cottage and barn | 9,600 00 | |
| Furniture, safe and repairs | 11,815 00 | |
| Support | 1,760 00 | |
| | <hr/> | 114,915 00 |
| Total for insane asylums | | 317,819 13 |
| New York Institution for the Blind : | | |
| Support and instruction of pupils.. | \$49,047 19 | |
| New York State Institution for the Blind, at Batavia : | | |
| Support..... | \$38,333 31 | |
| Hospital and water mains..... | 2,000 00 | |
| | <hr/> | 40,333 31 |
| | | 89,380 50 |
| Institutions for Deaf and Dumb, support: | | |
| Institution at New York..... | \$76,954 07 | |
| Improved instruction of deaf-mutes, | 23,867 11 | |
| Le Couteulx Institution..... | 21,326 18 | |
| Central New York Institution..... | 30,814 74 | |
| Western New York Institution.... | 25,847 04 | |
| Northern New York Institution... | 7,682 01 | |
| St. Joseph's Institution..... | 35,110 95 | |
| | <hr/> | 221,602 10 |
| Thomas Asylum : | | |
| Support and education of orphan and indigent Indian children.... | \$10,000 00 | |
| Teachers' wages..... | 750 00 | |
| | <hr/> | 10,750 00 |
| New York State Soldiers and Sailors' Home : | | |
| Support..... | | 106,000 00 |
| State Asylum for Idiots : | | |
| Support..... | \$63,000 00 | |
| For building purposes..... | 20,000 00 | |
| | <hr/> | 83,000 00 |
| Carried forward | | \$6,135,911 09 |

| | | |
|---|----------------|------------|
| Brought forward..... | \$6,135,911 09 | |
| Custodial Asylum : | | |
| Purchase of building, lot and addi- tional land..... | \$17,700 00 | |
| Boiler-house, etc..... | 3,402 40 | |
| Support..... | 14,000 00 | |
| | | 35,102 40 |
| State Reformatory : | | |
| Support..... | \$30,000 00 | |
| Extension of south wing..... | 125,000 00 | |
| Work-shops..... | 10,000 00 | |
| Sewers..... | 9,405 75 | |
| Instruction..... | 5,000 00 | |
| Cost of trial of Wm. Menken..... | 7,869 60 | |
| Engineer, etc..... | 552 21 | |
| | | 187,827 56 |
| Society for Reformation of Juvenile Delinquents : | | |
| Support | \$85,833 33 | |
| Repairs, grading, furniture, etc.... | 11,682 00 | |
| | | 97,515 33 |
| House of Refuge: | | |
| Support | \$102,500 00 | |
| Fitting and furnishing four shops.. | 11,250 00 | |
| Stand pipes, hose, etc..... | 2,500 00 | |
| Repairs | 2,500 00 | |
| | | 118,750 00 |
| House of Refuge for Women : | | |
| Construction | \$68,500 00 | |
| Grading and fencing..... | 6,000 00 | |
| Hose, etc | 1,200 00 | |
| Cows and horses | 1,000 00 | |
| | | 76,700 00 |
| Prison Labor Commission : | | |
| Compensation of Commissioners .. | \$2,200 29 | |
| Expenses | 1,500 00 | |
| | | 3,700 29 |
| Asylum for Insane convicts : | | |
| Support | \$13,581 44 | |
| Salaries of officers..... | 4,108 87 | |
| Repairing wall..... | 2,000 00 | |
| | | 19,690 31 |

STATE PRISONS.

Auburn :

| | |
|----------------------------------|---------------------|
| Support | \$124,040 48 |
| Manufacturing pur- poses..... | 421,938 56 |
| Repairs | 4,425 00 |
| Additional instruction | 500 00 |
| | <u>\$550,904 04</u> |

| | | |
|----------------------|--------------|----------------|
| Carried forward..... | \$550,904 04 | \$6,675,196 98 |
|----------------------|--------------|----------------|

| | | |
|---|--------------|----------------|
| Brought forward | \$550,904 04 | \$6,675,196 98 |
| Clinton : | | |
| Support | \$82,222 65 | |
| Manufacturing pur- poses | 431,852 25 | |
| Stone wall | 8,469 40 | |
| Aqueduct, sewer, etc., | 5,000 00 | |
| Repairs | 4,157 75 | |
| Additional instruction | 500 00 | |
| | <hr/> | 532,202 05 |
| Sing Sing : | | |
| Support | \$167,037 32 | |
| Repairs | 14,000 00 | |
| Sidewalks and gutters, | 1,000 00 | |
| Water supply | 1,500 00 | |
| Additional instruction | 250 00 | |
| | <hr/> | 183,787 32 |
| Salary of Superintend- ent | \$6,000 00 | |
| Clerk hire | 2,400 00 | |
| Messenger and contin- gent expenses . . . | 1,267 20 | |
| | <hr/> | 9,667 20 |
| Agent for discharged convicts, salary | \$2,500 00 | |
| Expenses | 5,000 00 | |
| | <hr/> | 7,500 00 |
| Transportation of convicts | 13,699 52 | |
| | <hr/> | 1,297,760 13 |

PENITENTIARIES.

For support of convicts and for money
and clothing furnished discharged con-
victs in the following counties :

| | | |
|----------------|------------|-------------|
| Albany | \$3,455 00 | |
| Erie | 3,131 42 | |
| Kings | 8,352 53 | |
| Monroe | 1,955 95 | |
| New York | 18,384 66 | |
| Onondaga | 5,295 98 | |
| | <hr/> | \$40,575 54 |

For support of tramps :

| | | |
|----------------|------------|-----------|
| Albany | \$6,435 16 | |
| Erie | 7,483 26 | |
| Kings | 13,311 12 | |
| Monroe | 1,974 87 | |
| Onondaga | 1,132 34 | |
| | <hr/> | 30,336,75 |
| | | <hr/> |
| | | 70,912 29 |

Carried forward

\$8,043,869 40

Brought forward \$8,043,869 40

GENERAL FUND.

Transfer for interest on money in the treasury..... 2,544 75

MISCELLANEOUS AND TEMPORARY EXPENSES.

| | | |
|---|-----------|-----------------|
| Deaf-mutes' Journal | \$650 00 | |
| Gettysburgh monuments | 11,055 52 | |
| Portrait of A. C. Flagg | 250 00 | |
| Sculptured arms of the State..... | 3,500 00 | |
| Sullivan's expedition..... | 54 75 | |
| Index to session laws..... | 675 00 | |
| Preparing Act relating to repeal of Code, | 1,000 00 | |
| Law books for towns of Randolph, | | |
| Preble and Villanova..... | 137 90 | |
| Awards of Board of Claims to port cap- | | |
| tain and harbormasters, New York.. | 26,102 28 | |
| Cost of appeal..... | 330 55 | |
| | | <hr/> 43,756 00 |

MONEYS ADVANCED AND REFUNDED, WHICH HAD
BEEN PREVIOUSLY PAID, OR WERE TO BE PAID
INTO THE TREASURY :

BANK DEPARTMENT.

| | | |
|---------------------------------------|------------|-----------------|
| Superintendent, salary..... | \$5,000 00 | |
| Deputy Superintendent..... | 3,208 32 | |
| Clerk hire..... | 3,475 00 | |
| Messenger | 458 32 | |
| Examination of banks, printing report | | |
| and contingent expenses..... | 7,739 24 | |
| | | <hr/> 19,880 88 |

INSURANCE DEPARTMENT.

| | | |
|---------------------------------------|------------|-----------------|
| Superintendent, salary..... | \$7,000 00 | |
| Deputy Superintendent..... | 4,500 00 | |
| Clerk hire..... | 36,204 91 | |
| Stenographer..... | 750 00 | |
| Messenger | 900 00 | |
| Night watchman | 720 00 | |
| Porter..... | 344 00 | |
| Examining insurance companies, print- | | |
| ing, postage and office expenses..... | 19,546 23 | |
| | | <hr/> 69,965 14 |

RAILROAD COMMISSIONERS.

| | | |
|--|----------------|-----------|
| Salaries, clerk hire and expenses of the | | |
| Board of Railroad Commissioners..... | | 52,781 80 |
| | | <hr/> |
| Carried forward..... | \$8,232,797 97 | |

Brought forward..... \$8,232,797 97

RAILROAD COMPANIES.

Printing and binding of 7,137 copies each of volumes I and II of the third annual report of the Board of Railroad Commissioners, and lithographing and printing 7,137 maps, per chapter 330, Laws of 1886, 15,727 45

PUBLIC ADMINISTRATORS.

Paid to sundry heirs by order of court..... 7,570 22

GAS-LIGHT COMPANIES.

Salary and expenses of inspector of gas-meters..... 2,500 00

COUNTY TREASURERS.

Taxes on non-resident lands returned to Comptroller's office and county treasurer's fees \$33,804 88
Tax sale expenses..... 34,418 66

REFUNDED.

Redemption of lands sold for taxes.... 19,841 28
Erroneous payment of taxes..... 71,512 28
Taxes for roads..... 37 48
----- 159,614 58

Total payments on account of general fund... \$8,418,210 22

SUNDRY FUNDS.

On account of common school fund :
Capital..... \$1,173 75
Revenue 250,790 02
----- 251,963 77
On account of literature fund :
Revenue..... 44,625 39
On account of United States deposit fund :
Capital..... \$96,000 00
Revenue..... 205,699 88
----- 301,699 88
On account of college land scrip fund :
Revenue..... 19,731 80
On account of military record fund :
Revenue..... 1,162 50

Total payments..... \$9,037,393 56
=====

III.

TREASURY, 1887.

ESTIMATED REVENUE.

Applicable to the ordinary expenses of Government, not including Schools or Canals, for the fiscal year commencing October 1, 1886.

| | |
|---|----------------|
| One and twelve one-hundreths of a mill tax, for support of government..... | \$3,611,644 22 |
| Balances due from county treasurers, September 30, 1886, on the tax of 1885..... | 100,187 24 |
| Tax on corporations..... | 1,450,000 00 |
| Auction duty..... | 19,000 00 |
| Salt duty..... | 65,000 00 |
| State prison earnings..... | 750,000 00 |
| Arrears and interest of non-resident taxes..... | 100,000 00 |
| Fees of public offices..... | 27,000 00 |
| Interest on treasury deposits..... | 18,000 00 |
| Sale of lands..... | 15,000 00 |
| From banks, for expenses of Bank Department..... | 19,000 00 |
| From insurance companies, for expenses of Insurance Department..... | 80,000 00 |
| From railroad companies, for salaries of Railroad Commissioners, clerk hire, printing reports, etc.... | 60,000 00 |
| From gas-light companies, for salary of inspector of gas-meters..... | 2,500 00 |
| Special tax to pay additional compensation of Justices Supreme Court, Second District, stenographer in Second, Third, Fourth and Sixth Districts, and salary and expenses of shore inspector..... | 54,794 35 |
| Organization tax..... | 135,000 00 |
| Fees of notaries..... | 3,000 00 |
| Miscellaneous..... | 5,000 00 |
| | <hr/> |
| | \$6,515,125 81 |
| | <hr/> |

NOTE. — No estimate is made for receipts from collateral inheritance tax, as there are litigations pending, in which the constitutionality of the law is questioned.

ESTIMATED PAYMENTS.

Based upon Appropriations in force October 1, 1886, for Ordinary Expenses of Government and other purposes, for the fiscal year commencing October 1, 1886.

| | |
|---|----------------|
| Salaries of the officers of government, and of the clerks in the public offices..... | \$212,772 87 |
| Salaries of the Judges of the Court of Appeals, and expenses..... | 63,500 00 |
| Salaries of the Justices of the Supreme Court, and expenses..... | 341,655 07 |
| For libraries..... | 8,834 13 |
| Expenses of the General Term, Supreme Court | 2,625 16 |
| Compensation of members and officers of the Legislature..... | 370,774 00 |
| Contingent expenses of the Legislature..... | 56,634 68 |
| Expenses of the public offices..... | 28,418 05 |
| Apprehension of criminals..... | 2,000 00 |
| Apprehension of fugitives from justice..... | 2,000 00 |
| Compensation of the criers and attendants of the Court of Appeals..... | 9,300 00 |
| State Assessors, services and expenses..... | 9,018 18 |
| Advances to county treasurers for taxes on non-resident lands returned to the Comptroller's office..... | 120,000 00 |
| Insurance Department, salaries and expenses..... | 99,344 73 |
| Bank Department, salaries and expenses..... | 17,319 17 |
| Inspector of gas-meters, for salary..... | 2,500 00 |
| Board of Claims, salaries and expenses..... | 32,500 00 |
| Board of Arbitration..... | 11,314 75 |
| Repayment of money to purchasers for redemption of land sold for taxes..... | 60,000 00 |
| Repayment of money erroneously paid for taxes..... | 46,800 80 |
| Repayment of money in cases of failure of title to lands sold by the State..... | 5,266 44 |
| Repayment of money paid into the treasury through mistake..... | 1,000 00 |
| Quarantine Commissioners, for salaries and expenses. | 18,291 73 |
| Expenses of public lands..... | 2,051 22 |
| Postage of official letters.... | 8,133 06 |
| Stationery for the public offices..... | 5,995 79 |
| Transportation of the journals and documents of the Legislature, packages for the public offices, and expense of boxes..... | 8,723 72 |
| Expenses of the Regents of the University and salaries of the Secretary and Assistant Secretary, etc..... | 11,794 23 |
| Expenses of the State Library..... | 23,542 49 |
| Repairs, etc., of the Executive mansion..... | 57,403 08 |
| Superintendent of weights and measures..... | 625 00 |
| State Entomologist, salary and expenses..... | 2,485 69 |
| Carried forward..... | \$1,642,623 99 |

| | |
|---|----------------|
| Brought forward | \$1,642,623 99 |
| Salaries and expenses of the State Museum of Natural History | 32,124 57 |
| Natural History of the State, for printing, drawings, etc. | 32,816 00 |
| State Geologist, for compensation for authorship, for clerk hire, expenses, etc. | 2,918 50 |
| New Capitol, construction | 32,754 36 |
| New Capitol, construction of boiler-house | 18,912 55 |
| New Capitol, and other public buildings, for maintenance, etc. | 151,314 97 |
| Expenses of the State prisons | 1,062,240 86 |
| Superintendent of State Prisons, for salary, expenses and clerk hire | 11,239 31 |
| Repayment of the State prison contractor's deposits .. | 1,000 00 |
| Transportation of convicts | 18,125 29 |
| Expenses of Asylum for Insane Criminals | 53,389 51 |
| Maintenance of convicts confined in penitentiaries ... | 52,443 17 |
| Expenses of the National Guard, etc. | 455,531 16 |
| Delaware county armory | 8,386 40 |
| Newburgh armory | 5,000 00 |
| Troy armory | 8,000 13 |
| Elmira armory | 25,000 00 |
| Otsego county armory | 3,500 00 |
| Repairs of arsenals and armories | 13,855 88 |
| Expenses of the Onondaga salt springs | 74,153 37 |
| Agricultural societies | 49,109 14 |
| Indian affairs | 1,381 37 |
| Pilot commissioners | 5,719 33 |
| Compensation of the keeper of Washington's headquarters, repairs to property, etc. | 1,000 00 |
| Reports of the Court of Appeals and Supreme Court, for exchange with other States | 614 30 |
| Printing for the State | 8,439 05 |
| Costs of suits, etc. | 2,000 19 |
| Awards of Board of Claims | 33,517 41 |

CHARITABLE INSTITUTIONS, ETC.

| | |
|---|--------------|
| Hudson River State Hospital for the Insane | \$111,058 00 |
| Willard Asylum for the Insane | 75,191 72 |
| Buffalo State Asylum for the Insane ... | 22,634 76 |
| Lunatic Asylum, Utica | 58,896 32 |
| Binghamton Asylum for Chronic Insane, ... | 82,868 16 |
| New York Institution for the Blind | 68,703 93 |
| New York State Institution for the Blind, Batavia | 44,666 69 |
| Institution for the Deaf and Dumb, New York | 110,862 33 |

Carried forward..... \$574,881 91 \$3,807,110 81

| | | |
|--|----------------|----------------|
| Brought forward | \$574,881 91 | \$3,807,110 81 |
| Institution for Improved Instruction of Deaf Mutes, New York | 50,575 79 | |
| Northern New York Institution for Deaf Mutes, Malone | 18,524 94 | |
| House of Refuge for Women | 46,800 00 | |
| Central New York Institution for Deaf Mutes, Rome | 48,290 25 | |
| Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf Mutes at Buffalo | 41,751 66 | |
| Western New York Institution for Deaf Mutes, Rochester | 40,323 31 | |
| St. Joseph's Institution for Improved Instruction of Deaf Mutes at Fordham, | 66,500 58 | |
| Western House of Refuge | 124,250 00 | |
| State Reformatory, Elmira | 141,938 00 | |
| Society for the Reformation of Juvenile Delinquents | 108,289 85 | |
| State Asylum for Idiots | 87,000 00 | |
| Custodial Asylum for Feeble-Minded Women | 82,397 60 | |
| Thomas Asylum for Orphan and Desti- tute Indian Children | 16,089 73 | |
| Homœopathic Asylum for the Insane .. | 53,500 00 | |
| State Soldiers and Sailors' Home, Bath, | 120,000 00 | |
| Commissioners of Public Charities, salary of Secretary, office and traveling ex- penses | 12,007 55 | |
| State Commissioners of Lunacy, salary and expenses | 6,000 08 | |
| | <hr/> | 1,639,121 25 |
| For the Railroad Commissioners, for salaries, clerk hire and other expenses. | | 66,944 58 |
| Commissioners of Fisheries | | 31,506 84 |
| Interest on money in the treasury belonging to the specific funds | | 3,000 00 |
| State paupers, etc | | 56,614 33 |
| Normal School at Albany | | 5,485 03 |
| Normal School at Buffalo | | 1,454 70 |
| Normal School at Fredonia | | 3,362 47 |
| Normal School at Oswego | | 2,329 72 |
| Normal School at Cortland | | 3,286 08 |
| Normal School at Geneseo | | 25,000 00 |
| Normal School at Potsdam | | 7,700 00 |
| For supplying Deaf Mutes Journal to deaf and dumb persons of the State | | 975 00 |
| For services and expenses in prosecuting war claims against the United States | | 2,613 73 |
| Hudson River improvement | | 14,448 41 |
| | <hr/> | |
| Carried forward | \$5,670,952 95 | |

| | |
|--|----------------|
| Brought forward..... | \$5,670,952 95 |
| Forest Commission | 35,805 84 |
| Road Commissioners, for non-resident taxes returned to Comptroller's office..... | 1,500 00 |
| Shore Inspector, for salary and expenses | 17,666 66 |
| Stenographers of Supreme Court.. | 22,259 83 |
| Factory Inspectors' salaries and expenses..... | 4,880 89 |
| Oyster Protector, salaries and expenses..... | 1,358 26 |
| Electric Sub-way Commission, salaries and expenses... | 80,000 00 |
| For payment of Indian annuities | 7,361 67 |
| For maintenance of State agency for discharged con- victs | 7,500 00 |
| Prison Labor Commission | 11,299 71 |
| Survey and mapping land under water | 4,923 34 |
| Mrs. J. G. Wasson, interest on New Capitol certificate for lands purchased | 600 00 |
| State Board of Health..... | 28,860 72 |
| For Agricultural Experiment Station | 20,000 00 |
| For the protection of public lands, ascertaining value of such lands, assessments of State property, etc.. | 26,034 00 |
| Game and fish protectors, compensation and expenses, | 13,649 12 |
| For the construction of reservoirs on the Independence and Beaver rivers, Lewis county, etc..... | 13,108 03 |
| State Boundary Commissioners | 1,127 23 |
| State Dairy Commissioners | 75,060 36 |
| For the purchase of such law books as are usually furnished to new towns, etc..... | 162 10 |
| Bureau of Labor Statistics, for salaries and expenses, | 10,068 05 |
| Civil Service Commission, for salaries and expenses.. | 27,579 30 |
| For removing the bars and dredging the channel of Cayuga inlet..... | 517 53 |
| For the prevention of disease among cattle..... | 3,096 76 |
| For republication of Session Laws | 5,011 29 |
| For the State Reservation at Niagara Falls, for expenses, payment of awards, interest on bonds, etc. | 11,538 80 |
| For expenses of commissioners to confer with United States authorities..... | 1,498 00 |
| For the payment of lands purchased upon partition sales | 13,000 00 |
| For Commissioners of Hudson river, storage of head- waters | 201 50 |
| For the construction of a channel or canal between the waters of Shinnecock and Peconic Bays, Suf- folk county | 16,176 59 |
| For improvement of Grass River..... | 5,086 67 |
| For improvement of Black River canal..... | 1,000 00 |
| For Erie canal, at Eagle Harbor, reconstruction of water gates | 3,965 60 |
| For drainage of prism of abandoned Chemung canal in the village of Havana..... | 609 90 |
| Carried forward..... | \$6,143,460 70 |

| | |
|---|----------------|
| Brought forward | \$6,143,460 70 |
| For drainage and improvement of abandoned Erie canal in the city of Rome..... | 6,212 14 |
| For land for use of Erie canal in the county of Wayne, | 6,000 00 |
| For construction of sewer or culvert under the Erie canal and Miller's basin at Utica..... | 3,797 73 |
| For compensation and expenses of a delegate to the International Prison Congress..... | 5,000 00 |
| For the erection of a new school-house on the Alleghany Indian Reservation in Cattaraugus county... | 750 00 |
| For the erection of a new school-house on the Onondaga Indian Reservation..... | 750 00 |
| For the expenses incurred by any of the counties for the trial or execution of any convict or convicts in either of the prisons or New York State Reformatory, indicted for offenses committed during the time of imprisonment..... | 4,270 89 |
| For purchase of new great seal..... | 200 00 |
| For preserving records of State survey..... | 6,158 67 |
| For protection of east bank of Hudson River at Lansingburgh..... | 6,000,00 |
| For expense of indexing Session laws, and for printing and binding same..... | 3,825 00 |
| For construction of school-house at Dannemora, Clinton county..... | 1,250 00 |
| For the repair and opening of State ditches in the towns of Mentz and Montezuma, Cayuga county, | 500 00 |
| For the Paymaster-General, for payment of checks issued by John D. Van Buren, late Paymaster-General..... | 100 00 |
| For repairing channel of Falls creek, in the village of Havana | 7,944 94 |
| For draining and filling up lock of abandoned Chemung canal, at Corning..... | 2,928 13 |
| For completion of slope-wall on the south side of feeder of abandoned Chemung canal, at Corning... | 5,953 56 |
| For digging a ditch from culvert No. 1, under the Erie canal, in Wayne county..... | 300 00 |
| For repairing and reconstructing the banks and channel of Glen creek, in the village of Watkins..... | 2,331 78 |
| For expenses of commissioners appointed to determine the positions and movements of the troops of this State on the battlefield of Gettysburg..... | 3,944 48 |
| For support and maintenance of a course of free instruction in natural history..... | 18,000 00 |
| For repairs of roads and bridges on the Onondaga Indian reservation..... | 908 73 |
| For preparing, compiling and publishing the journals and records of military expedition of 1779, under Gen. Sullivan | 4,945 25 |
| Carried forward..... | \$6,235,532 00 |

| | | |
|--|----------------|--------------|
| Brought forward..... | \$6,235,532 00 | |
| For repayment of sums paid into the treasury by public administrators, under section 2747 of the Code of Civil Procedure..... | | 5,469 67 |
| For fees of surrogates in furnishing Secretary of State certified copies of letters of administration, copies of wills probated in other States and subsequently filed in this State..... | | 23 59 |
| For books for surrogates of counties, under the col- lateral tax laws..... | | 592 00 |
| For the payment of bonds of State Reservation of Niagara, maturing July 1, 1887 | 100,000 00 | |
| Miscellaneous balances of appropriations | 396 41 | |
| | <hr/> | <hr/> |
| | \$6,342,220 67 | |
| Estimated revenue | \$6,515,125 81 | |
| Add apparent surplus, September 30, 1886..... | 2,399,761 25 | |
| | <hr/> | <hr/> |
| | | 8,914,887 06 |
| | <hr/> | <hr/> |
| Estimated surplus, September 30, 1887 | \$2,572,666 39 | |
| | <hr/> | <hr/> |

IV.

SCHEDULE showing the amount of the one and ninety-six one-hundredths mills tax levied in 1885 on the real and personal property in each county in the State, viz.: For general purposes, one and forty-one one-hundredths of a mill, and for canal purposes, fifty-five one-hundredths of a mill, with the expenses of collection and the amount payable into the treasury; also the amount of unpaid taxes returned to the Comptroller's office and admitted.

| COUNTIES. | Amount of tax. | Fees of county treasurers and counties. | Net proceeds. | Taxes returned and admitted. |
|-------------------|----------------|---|----------------|------------------------------|
| Albany..... | \$157,021 85 | \$1,570 22 | \$155,451 63 | \$474 62 |
| Allegany..... | 26,564 84 | 261 97 | 26,302 87 | 368 06 |
| Broome..... | 37,383 33 | 373 83 | 37,009 50 | 52 88 |
| Cattaraugus..... | 29,486 50 | 294 87 | 29,191 63 | ..... |
| Cayuga..... | 57,189 40 | 500 00 | 56,689 40 | ..... |
| Chautauqua..... | 46,671 43 | 466 71 | 46,204 72 | ..... |
| Chemung..... | 32,692 38 | 326 92 | 32,365 46 | 23 80 |
| Chenango..... | 33,139 54 | 331 40 | 32,808 14 | ..... |
| Clinton..... | 18,033 71 | 151 97 | 17,886 74 | 2,841 37 |
| Columbia..... | 55,581 19 | 500 00 | 55,081 19 | ..... |
| Cortland..... | 20,078 38 | 199 49 | 19,878 89 | 129 02 |
| Delaware..... | 25,268 11 | 252 68 | 25,015 43 | 262 28 |
| Dutchess..... | 84,886 77 | 500 00 | 84,386 77 | ..... |
| Erie..... | 212,069 80 | 2,000 00 | 210,069 80 | ..... |
| Essex..... | 19,626 06 | 105 20 | 19,520 86 | 9,106 19 |
| Franklin..... | 15,020 19 | 81 97 | 14,938 22 | 6,822 94 |
| Fulton..... | 15,441 49 | 154 41 | 15,287 08 | 837 10 |
| Genesee..... | 37,325 13 | 373 20 | 36,951 93 | 4 80 |
| Greene..... | 25,538 87 | 180 07 | 25,358 80 | 7,532 01 |
| Hamilton..... | 2,124 39 | ..... | 2,124 39 | 24,115 11 |
| Herkimer..... | 41,820 59 | 418 21 | 41,402 38 | 3,828 65 |
| Jefferson..... | 43,549 46 | 435 49 | 43,113 97 | ..... |
| Kings..... | 606,107 48 | 2,000 00 | 604,107 48 | 30,737 26 |
| Lewis..... | 16,487 68 | 164 83 | 16,322 80 | ..... |
| Livingston..... | 44,608 83 | 446 09 | 44,162 74 | ..... |
| Madison..... | 36,073 66 | 360 74 | 35,712 92 | ..... |
| Monroe..... | 142,734 15 | 500 00 | 142,234 15 | ..... |
| Montgomery..... | 41,656 09 | 416 56 | 41,239 53 | ..... |
| New York..... | 2,770,293 44 | 5,000 00 | 2,765,293 44 | ..... |
| Niagara..... | 47,283 12 | 448 29 | 46,834 83 | 2,453 71 |
| Oneida..... | 102,528 91 | 500 00 | 102,028 91 | ..... |
| Onondaga..... | 110,477 54 | 500 00 | 109,977 54 | ..... |
| Ontario..... | 51,920 16 | 500 00 | 51,420 16 | ..... |
| Orange..... | 79,058 53 | 500 00 | 78,558 53 | 25 42 |
| Orleans..... | 26,915 12 | 269 15 | 26,645 97 | ..... |
| Oswego..... | 42,191 31 | 421 81 | 41,769 40 | ..... |
| Otsego..... | 39,578 07 | 395 78 | 39,182 29 | ..... |
| Putnam..... | 13,957 86 | 139 57 | 13,818 29 | ..... |
| Queens..... | 78,512 17 | 500 00 | 78,012 17 | ..... |
| Rensselaer..... | 93,518 03 | 500 00 | 93,018 03 | ..... |
| Richmond..... | 21,763 57 | 128 88 | 21,634 69 | 8,465 36 |
| Rockland..... | 25,124 51 | 251 25 | 24,873 26 | 2,794 92 |
| Saratoga..... | 40,966 98 | 400 14 | 40,566 84 | 9,443 78 |
| Schenectady..... | 23,268 41 | 232 68 | 23,035 73 | ..... |
| Schoharie..... | 18,222 96 | 182 23 | 18,040 73 | ..... |
| Schuyler..... | 12,721 68 | 127 22 | 12,594 46 | ..... |
| Seneca..... | 27,496 22 | 274 96 | 27,221 26 | 135 87 |
| St. Lawrence..... | 43,096 55 | 388 35 | 42,708 20 | 4,261 92 |
| Steuben..... | 39,713 07 | 397 11 | 39,315 96 | 2 40 |
| Suffolk..... | 31,836 04 | 318 36 | 31,517 68 | ..... |
| Sullivan..... | 10,019 25 | 100 19 | 9,919 06 | ..... |
| Tioga..... | 21,531 20 | 215 31 | 21,315 89 | ..... |
| Tompkins..... | 27,314 98 | 273 14 | 27,041 84 | 195 36 |
| Ulster..... | 44,890 54 | 448 91 | 44,441 63 | 1,716 07 |
| Warren..... | 12,213 70 | 94 51 | 12,119 19 | 2,762 23 |
| Washington..... | 41,545 20 | 415 11 | 41,130 09 | 34 29 |
| Wayne..... | 45,827 28 | 458 27 | 45,369 01 | ..... |
| Westchester..... | 148,208 10 | 1,482 08 | 146,726 02 | ..... |
| Wyoming..... | 26,906 27 | 268 41 | 26,637 86 | 58 74 |
| Yates..... | 22,586 58 | 225 87 | 22,360 71 | ..... |
| | \$6,065,673 65 | \$29,724 56 | \$6,035,949 09 | \$119,486 16 |

V.

PUBLIC OFFICES.

STATEMENT SHOWING THE AMOUNT PAID TO PERSONS EMPLOYED IN
THE PUBLIC OFFICES DURING THE YEAR ENDING SEPTEMBER 30,
1886, ALSO THEIR PRESENT ANNUAL SALARIES.

GOVERNOR'S OFFICE.

| Present clerks : | Amount paid. | Present salary. |
|--------------------------------|--------------|-----------------|
| Goodwin Brown..... | \$1,800 00 | \$1,800 00 |
| Thomas Newcomb..... | 1,800 00 | 1,800 00 |
| I. F. Cragin..... | 1,500 00 | 1,500 00 |
| J. P. Eustace..... | 1,500 00 | 1,500 00 |
| D. M. Brice..... | 250 00 | 720 00 |
| C. A. Earl, messenger..... | 1,200 00 | 1,200 00 |
| W. T. O'Connor, messenger..... | 199 98 | |
| Late clerk, L. W. Gillett..... | 625 00 | |
| Extra clerical service..... | 356 66 | |
| | <hr/> | |
| | \$9,231 64 | |
| | <hr/> <hr/> | |

OFFICE OF SECRETARY OF STATE.

| | | |
|--------------------------------|-------------|----------|
| Present clerks: | | |
| W. S. Waterbury | \$1,875 00 | 2,500 00 |
| C. V. Hooper..... | 1,350 00 | 1,800 00 |
| Frank White..... | 1,182 80 | 1,600 00 |
| Benjamin Haag..... | 1,125 00 | 1,500 00 |
| C. C. Hampel..... | 1,125 00 | 1,500 00 |
| J. T. Tracey..... | 733 33 | 1,500 00 |
| Albert Cornwall..... | 638 00 | 1,320 00 |
| C. H. Hyde..... | 1,225 00 | 1,200 00 |
| J. D. Moon..... | 700 00 | 1,200 00 |
| Randolph Botts..... | 800 00 | 1,200 00 |
| W. L. Markell..... | 293 55 | 1,200 00 |
| W. R. Thompson, messenger..... | 750 00 | 1,000 00 |
| Late clerks: | | |
| Lee Chamberlain..... | 775 00 | |
| T. H. Ferris..... | 930 00 | |
| W. G. Carr..... | 450 00 | |
| A. D. W. Stickland..... | 1,466 66 | |
| H. A. Cozzens..... | 1,066 66 | |
| David Caswell..... | 400 00 | |
| W. H. Stevens..... | 450 00 | |
| | <hr/> | |
| Carried forward..... | \$17,336 00 | |

| | Amount paid. | Present salary. |
|--------------------------------------|--------------------|-----------------|
| Brought forward | \$17,336 00 | |
| Lyman Herdman..... | 1,000 00 | |
| D. J. Blauvelt..... | 375 00 | |
| L. L. Olmstead..... | 375 00 | |
| R. A. Wood | 250 00 | |
| G. H. Overocker, late messenger..... | 250 00 | |
| Extra clerical service..... | 375 00 | |
| | <u>\$19,961 00</u> | |

COMPTROLLER'S OFFICE.

Present clerks :

| | | |
|-----------------------------|--------------------|------------|
| S. W. Park | \$2,400 00 | \$2,400 00 |
| W. E. Merriman | 2,400 00 | 2,400 00 |
| George Seeley..... | 2,200 00 | 2,200 00 |
| W. H. Sanger | 2,095 00 | 2,000 00 |
| F. N. Chase..... | 1,870 00 | 1,700 00 |
| J. J. Walsh..... | 1,600 00 | 1,600 00 |
| M. B. Williams..... | 1,500 00 | 1,500 00 |
| G. W. Bliss | 1,500 00 | 1,500 00 |
| Wm. H. Van Allen..... | 1,500 00 | 1,500 00 |
| M. G. Graham..... | 1,350 00 | 1,350 00 |
| D. J. Dewon..... | 875 00 | 1,500 00 |
| H. E. Cole..... | 575 00 | 1,500 00 |
| F. B. Holdridge..... | 1,200 00 | 1,200 00 |
| W. K. Brown | 1,250 00 | 1,200 00 |
| F. H. Brandow | 1,250 00 | 1,200 00 |
| O. V. B. Taylor | 1,250 00 | 1,200 00 |
| Prine Cavert | 1,250 00 | 1,200 00 |
| H. A. Vanderpoel..... | 1,250 00 | 1,200 00 |
| E. D. Thompson..... | 700 00 | 1,200 00 |
| E. T. Stokes | 366 68 | 1,200 00 |
| T. F. Kane, messenger | 800 00 | 800 00 |
| Late clerks: | | |
| B. F. Cole..... | 640 00 | |
| A. Cartwright..... | 337 50 | |
| | <u>\$30,159 18</u> | |

CLERKS IN CANAL DEPARTMENT.

| | | |
|------------------------------|-------------------|----------|
| G. H. Birchall..... | \$1,800 00 | 1,800 00 |
| J. R. Powers..... | 1,200 00 | 1,200 00 |
| C. P. Larkin, messenger..... | 280 00 | |
| T. F. Kane, messenger | 288 00 | |
| | <u>\$3,568 00</u> | |

TREASURER'S OFFICE.

| Present clerks : | Amount paid. | Present salary. |
|-------------------------------|--------------|-----------------|
| R. G. Milks..... | \$2,450 00 | \$3,600 00 |
| P. H. Backus..... | 2,600 00 | 2,200 00 |
| J. H. Schooley..... | 2,233 33 | 2,000 00 |
| W. C. Hackney..... | 1,116 66 | 1,200 00 |
| J. R. Hathway..... | 250 00 | 1,500 00 |
| S. V. B. Swan, messenger..... | 1,220 00 | 1,120 00 |
| Late Clerks : | | |
| F. V. Booth..... | 1,633 32 | |
| J. T. Loomis..... | 480 00 | |
| P. J. O'Connor..... | 400 00 | |
| | <hr/> | |
| | \$12,383 31 | |
| | <hr/> <hr/> | |

OFFICE OF ATTORNEY GENERAL.

| | | |
|----------------------|-------------|----------|
| Present clerks : | | |
| J. W. Hogan..... | \$2,216 66 | 2,400 00 |
| E. A. Bedell..... | 1,816 66 | 2,000 00 |
| W. M. Thomas..... | 1,654 17 | 1,700 00 |
| M. H. Quirk..... | 1,554 17 | 1,600 00 |
| W. R. De Lano..... | 1,554 17 | 1,600 00 |
| Late clerks : | | |
| C. R. Hall..... | 2,083 34 | |
| F. B. Delehanty..... | 1,650 00 | |
| Byron Traver..... | 825 00 | |
| | <hr/> | |
| | \$13,354 17 | |
| | <hr/> <hr/> | |

DEPARTMENT OF PUBLIC INSTRUCTION.

| | | |
|------------------------------------|-------------|----------|
| Present clerks : | | |
| J. W. Bentley..... | \$583 34 | 2,400 00 |
| G. B. Weaver..... | 2,021 73 | 2,200 00 |
| T. H. Ferris..... | 870 00 | 1,800 00 |
| W. J. Kernan..... | 746 43 | 1,200 00 |
| F. D. Shea..... | 550 00 | 1,200 00 |
| D. D. L. McCulloch, messenger..... | 165 00 | 360 00 |
| Late clerks : | | |
| C. V. Hooper..... | 773 52 | |
| C. K. Hyde..... | 716 13 | |
| J. E. Kirk..... | 1,483 45 | |
| A. Cornwall..... | 852 12 | |
| D. A. Brice..... | 600 00 | |
| J. D. Moon..... | 542 30 | |
| J. Hickey, late messenger..... | 45 00 | |
| | <hr/> | |
| | \$9,949 02 | |
| | <hr/> <hr/> | |

OFFICE OF COURT OF APPEALS.

| Present clerks : | Amount paid. | Present salary. |
|---------------------------|--------------|-----------------|
| Gorham Parks..... | \$2,200 00 | \$2,200 00 |
| R. M. Barber | 1,500 00 | 1,500 00 |
| G. E. Baker..... | 1,500 00 | 1,500 00 |
| W. Honig, messenger | 800 00 | 800 00 |
| | <hr/> | |
| | \$6,000 00 | |
| | <hr/> <hr/> | |

OFFICE OF STATE ENGINEER AND SURVEYOR.

| Present clerks : | | |
|---------------------------|-------------|----------|
| J. P. Masterson | \$1,750 00 | 1,750 00 |
| H. C. Parsons | 1,098 96 | 1,750 00 |
| Late clerk : | | |
| C. D. Burrus..... | 651 04 | |
| | <hr/> | |
| | \$3,500 00 | |
| | <hr/> <hr/> | |

INSURANCE DEPARTMENT.

| | | |
|--|-------------|----------|
| M. H. Robertson, chief clerk | \$4,000 00 | 4,000 00 |
| J. A. Horan, examiner | 2,500 00 | 2,500 00 |
| J. S. Paterson, actuary..... | 2,500 00 | 2,500 00 |
| H. D. Appleton | 1,916 66 | 2,000 00 |
| Isaac Vanderpoel..... | 1,800 00 | 1,800 00 |
| W. H. McCall | 1,800 00 | 1,800 00 |
| J. E. Cross | 1,350 00 | 1,800 00 |
| M. S. Eustace..... | 1,050 00 | 1,800 00 |
| M. A. Nolan..... | 1,500 00 | 1,500 00 |
| C. R. De Freest | 1,500 00 | 1,500 00 |
| James Baldwin..... | 1,440 00 | 1,440 00 |
| Nathaniel Hyatt..... | 1,440 00 | 1,440 00 |
| J. H. G. Connell..... | 1,440 00 | 1,440 00 |
| M. B. Osborne | 1,440 00 | 1,440 00 |
| T. J. Bannon | 1,440 00 | 1,440 00 |
| John Bowe | 120 00 | 1,440 00 |
| Alexander Clark | 1,200 00 | 1,200 00 |
| R. L. Wetmore..... | 800 00 | 1,200 00 |
| Richard Goerdeler, assistant examiner. | 1,500 00 | 1,500 00 |
| J. H. Birmingham, stenographer..... | 750 00 | 1,200 00 |
| T. F. Behan, messenger..... | 900 00 | 900 00 |
| John Kennedy, night watchman..... | 720 00 | 900 00 |
| F. V. Liston, type writer..... | 600 00 | 840 00 |
| Late clerks, etc.: | | |
| J. G. Clifford..... | 1,333 32 | |
| James Maher..... | 1,166 66 | |
| T. S. Jones..... | 600 00 | |
| J. J. Haggerty..... | 189 68 | |
| | <hr/> | |
| Carried forward..... | \$36,996 32 | |

| | Amount paid. | Present salary. |
|---------------------------------|--------------------|-----------------|
| Brought forward | \$36,996 32 | |
| J. H. Sheridan..... | 500 00 | |
| W. W. Allen..... | 700 00 | |
| W. J. Kernan, stenographer..... | 453 57 | |
| Daniel Murphy, messenger..... | 344 00 | |
| Extra clerk hire..... | 100 00 | |
| | <u>\$39,093 89</u> | |

BANK DEPARTMENT.

Present clerks:

| | | |
|--|-------------------|------------|
| E. A. Werner..... | \$1,870 00 | \$2,040 00 |
| L. F. Cahill..... | 1,605 00 | 1,800 00 |
| J. D. Moriarty, clerk and messenger... | 458 32 | 1,200 00 |
| | <u>\$3,933 32</u> | |

BOARD OF CLAIMS.

| | | |
|---------------------------------|-------------------|----------|
| E. M. Holbrook, clerk..... | \$3,000 00 | 3,000 00 |
| W. E. Young, deputy..... | 1,500 00 | 1,500 00 |
| F. G. Jewett, stenographer..... | 1,500 00 | 1,500 00 |
| J. J. Bannagan, messenger..... | 800 00 | 800 00 |
| | <u>\$6,800 00</u> | |

BOARD OF PUBLIC CHARITIES.

| | | |
|--|-------------------|----------|
| C. S. Hoyt, secretary..... | \$3,500 00 | 3,500 00 |
| J. O. Fanning, assistant secretary.... | 2,500 00 | 2,500 00 |
| Late stenographer : | | |
| C. P. Blinn..... | 400 00 | |
| | <u>\$6,400 00</u> | |

STATE BOARD OF HEALTH.

| | | |
|---|--------------------|----------|
| Lewis Balch, secretary..... | \$1,750 00 | 3,500 00 |
| Frederick Carman, assistant secretary.. | 2,500 00 | 2,500 00 |
| F. C. Curtis..... | 2,000 00 | 1,800 00 |
| Addison Gallien..... | 1,200 00 | 1,500 00 |
| C. F. Huddleston..... | 125 00 | 1,500 00 |
| Fergus Halpen, messenger..... | 412 50 | 600 00 |
| Late secretary, A. L. Carroll..... | 1,750 00 | |
| Late clerks: | | |
| R. M. Nelson..... | 1,375 00 | |
| G. F. Brooks..... | 1,500 00 | |
| | <u>\$12,612 50</u> | |

RAILROAD COMMISSIONERS.

| | Amount paid. | Present salary. |
|--|--------------------|-----------------|
| W. C. Hudson, secretary..... | \$3,333 34 | \$4,000 00 |
| T. W. Spencer, inspector..... | 3,000 00 | 3,000 00 |
| H. M. Thompson, accountant..... | 3,000 00 | 3,000 00 |
| C. F. Stowell, bridge engineer..... | 1,950 00 | 1,800 00 |
| T. B. O'Neill, marshal..... | 1,500 00 | 1,500 00 |
| E. C. McEntee, stenographer..... | 800 00 | 800 00 |
| W. H. Terrell, clerk..... | 1,625 00 | 1,500 00 |
| W. H. Lee, proof-reader.... | 1,500 00 | 1,500 00 |
| S. Y. Southard, assistant accountant.... | 950 00 | 1,200 00 |
| Late clerks: | | |
| E. D. Hastings..... | 875 00 | |
| W. J. Macdonald..... | 300 00 | |
| W. L. M. l'helps..... | 100 00 | |
| Temporary clerk hire..... | 813 00 | |
| | <u>\$19,746 34</u> | |

NEW YORK STATE MUSEUM.

| | | |
|----------------------------------|--------------------|----------|
| James Hall, director..... | \$3,500 00 | 3,500 00 |
| J. A. Lintner, entomologist..... | 2,000 00 | 2,000 00 |
| C. H. Peck, botanist..... | 1,500 00 | 1,500 00 |
| Assistants: | | |
| J. C. Smock..... | 2,000 00 | 2,000 00 |
| J. W. Hall..... | 1,500 00 | 1,500 00 |
| John Gebhard..... | 800 00 | 800 00 |
| | <u>\$11,300 00</u> | |

CIVIL SERVICE COMMISSION.

Commissioners:

| | | |
|--|--------------------|----------|
| John Jay | \$1,833 34 | 2,000 00 |
| Augustus Schoonmaker | 2,000 00 | 2,000 00 |
| H. A. Richmond | 1,999 98 | 2,000 00 |
| J. E. Morrison, chief examiner | 1,740 00 | 3,600 00 |
| C. B. Angle, secretary | 1,499 99 | 1,500 00 |
| J. C. Birdseye, clerk..... | 1,000 00 | 1,000 00 |
| E. M. Jenkins, late chief examiner | 1,500 00 | |
| Sundry examiners, services and expenses, | 716 86 | |
| | <u>\$12,290 17</u> | |

FOREST COMMISSION.

| | Amount paid. | Present salary. |
|--------------------------------------|-------------------|-----------------|
| W. F. Fox, acting secretary | \$1,275 00 | \$2,000 00 |
| S. F. Garmon, assistant warden | 1,065 00 | 2,400 00 |
| C. F. Carpenter, inspector | 1,032 50 | 1,500 00 |
| Foresters: | | |
| John Clohosey | 512 00 | 480 00 |
| Robert Cline | 390 76 | 480 00 |
| Allen Olmsted | 297 14 | 480 00 |
| Archibald Muir | 297 14 | 480 00 |
| Henry Bradley | 178 46 | |
| Michael Hogan | 160 00 | |
| Henry Studor | 160 00 | |
| F. C. Parker | 146 66 | |
| R. M. Kirk | 146 66 | |
| William Flynn | 146 66 | |
| D. J. Wilson | 120 00 | |
| Russell MacCarthy | 100 00 | |
| Gershom Banker | 100 00 | |
| C. A. Davis | 80 00 | |
| Lewis Lawton | 40 00 | |
| | <u>\$6,247 98</u> | |

STATE BOARD OF ARBITRATION.

| | | |
|-------------------------------|-------------------|----------|
| Commissioners: | | |
| F. F. Donovan | \$788 46 | 3,000 00 |
| William Purcell | 750 00 | 3,000 00 |
| Gilbert Robertson, Jr. | 750 00 | 3,000 00 |
| C. J. Madden, secretary | 488 88 | 2,000 00 |
| | <u>\$2,777 34</u> | |

STATE DAIRY COMMISSION.

| NAME. | Position. | Salary Oct., 1885, to Oct., 1886. | Present salary. |
|-----------------------------|------------------------------|---|-----------------|
| Josiah K. Brown | Dairy Commissioner | \$3,000 00 | \$3,000 00 |
| B. F. Van Valkenburgh | Assistant Commissioner | 1,999 92 | 2,500 00 |
| M. A. Perry | " | 1,650 00 | 2,000 00 |
| George L. Flanders | " | 1,800 00 | 2,000 00 |
| R. D. Clark | Department chemist | 1,800 00 | 2,000 00 |
| R. W. Moore | " | 800 00 | 1,200 00 |
| E. S. Wilson | Expert and agent | 1,260 00 | 1,260 00 |
| T. C. DuBois | " | 960 00 | 960 00 |
| George B. Fellows | " | 1,200 00 | ..... |
| W. W. Meetier | " | 960 00 | 960 00 |
| J. K. Wheeler | " | 960 00 | 960 00 |
| Charles Sears | " | 885 00 | 960 00 |
| J. J. Sorogan | " | 885 00 | 960 00 |
| Samuel J. White | " | 885 00 | 960 00 |
| Thomas R. Gray | " | 960 00 | 960 00 |
| Archibald D. Clark | " | 876 25 | 960 00 |
| James E. Ryan | " | 645 00 | 900 00 |
| Simon Nussbaum | " | 120 00 | 900 00 |
| Thomas Byrnes | " | 180 00 | ..... |
| H. W. White | " | 600 00 | \$3 per day |
| George H. Palmer | " | 675 00 | \$75 per month. |
| Philip S. Kraus | " | 110 00 | ..... |
| Charles C. Kraus | " | 102 00 | ..... |
| Michael Galligan | " | 150 00 | \$75 per month. |
| Albert C. Calkins | " | 165 00 | ..... |
| F. P. Vandenberg | " | 250 54 | ..... |
| W. H. McPherson | " | 225 00 | \$75 per month. |
| George Robbins | " | 33 00 | |
| W. E. Baxter | " | 3 00 | |
| Edward W. Martin | " | 1,435 50 | |
| Stillwell & Gladding | Chemist | 2,329 51 | |
| E. G. Love | " | 1,783 66 | |
| R. A. Witthaus | " | 1,217 00 | |
| Elwyn Waller | " | 500 00 | |
| E. H. Bartley | " | 135 00 | |
| Walter Moeller | " | 360 00 | |
| Joseph F. Geisler | " | 912 41 | |
| W. B. Handbidge | " | 130 00 | |
| H. J. Babcock | Assistant chemist | 400 00 | |
| Risley, Quin & Perry | Counsel | 2,450 00 | |
| Edward B. Thomas | " | 1,000 00 | |
| F. V. S. Oliver | Attorney | 1,440 00 | |
| La Roy S. Gove | " | 1,460 00 | |
| Arthur C. Salmon | " | 1,390 00 | |
| Alvin W. Barry | " | 241 00 | |
| George U. Loveridge | " | 135 00 | |
| Wadsworth & Loveridge | Attorneys | 188 00 | |
| Harlow C. Curtis | Attorney | 70 00 | |
| John W. Stone | " | 135 00 | |
| Norman A. Lawlor | " | 25 00 | |
| C. E. Davenport | Stenographer | 135 00 | |
| A. M. Baker | " | 64 86 | |
| | | \$42,076 65 | |

BUREAU OF LABOR STATISTICS.

| | Amount paid. | Present salary. |
|--------------------------------|-------------------|-----------------|
| C. F. Peck, Commissioner. | \$3,000 00 | \$3,000 00 |
| E. J. Kean, chief clerk. | 2,166 68 | 2,000 00 |
| W. J. Stoops, clerk. | 1,080 00 | 1,080 00 |
| Temporary clerks: | | |
| T. J. Dooner. | 531 00 | |
| Geo. Burzenger. | 246 00 | |
| | <u>\$7,023 68</u> | |

FACTORY INSPECTORS.

| | | |
|---------------------------------|-----------------|----------|
| James Connolly, inspector. | \$316 89 | 2,000 00 |
| John Franey, assistant. | 237 90 | 1,500 00 |
| | <u>\$554 79</u> | |

STATE OYSTER PROTECTOR.

| | | |
|-----------------------|----------|----------|
| J. W. Mersereau. | \$249 99 | 1,000 00 |
|-----------------------|----------|----------|

PRISON LABOR COMMISSIONERS.

| | | |
|--------------------------|-------------------|----------|
| George Blair. | \$733 43 | 3,000 00 |
| William Bookstaver. | 733 43 | 3,000 00 |
| W. Barnes. | 733 43 | 3,000 00 |
| | <u>\$2,200 29</u> | |

VI.

ESTIMATED APPROPRIATIONS

Required for the expenses of government, and for other purposes in pursuance of article 7, section 8 of the Constitution, and existing laws, for the fiscal year commencing on the 1st of October, 1887.

(In all cases where the Revised Statutes are referred to, see seventh edition.)

PAYABLE FROM THE GENERAL FUND.

Executive Department, etc.:

| | |
|---|-------------|
| Governor, for salary, article 4, section 4 of the Constitution..... | \$10,000 00 |
| Lieutenant-Governor, for salary, article 4, section 8 of the Constitution..... | 5,000 00 |
| Private secretary to the Governor, for salary, chapter 270, Laws of 1882..... | 4,000 00 |
| Compensation of clerks, stenographer and messenger in the Executive Department, including the military secretary and messenger, for full compensation, chapter 192, Laws of 1876..... | 10,500 00 |
| For incidental expenses of the government, Revised Statutes, volume 1, page 500..... | 4 000 00 |
| For apprehension of criminals, Revised Statutes, volume 1, page 500..... | 1,000 00 |
| For apprehension of fugitives from justice, Revised Statutes, volume 1, page 500..... | 1,000 00 |
| For repairs and incidental expenses of the Governor's house | 2,000 00 |

Court of Appeals:

| | |
|--|-----------|
| Judges of the Court of Appeals, for salaries and expenses, chapter 203, Laws of 1870, and chapter 718, Laws of 1881..... | 63,500 00 |
| State Reporter, for salary, chapter 541, Laws of 1872, | 5,000 00 |
| State Reporter, for clerk hire, chapter 192, Laws of 1876..... | 2,000 00 |
| Clerk of the Court of Appeals, for salary, chapter 718, Laws of 1871..... | 5,000 00 |
| Deputy Clerk of the Court of Appeals, for salary, chapter 541, Laws of 1872..... | 3,000 00 |
| Clerks in the office of the Clerk of the Court of Appeals, for salaries, chapter 541, Laws of 1872, and chapter 101, Laws of 1883..... | 5,200 00 |

Carried forward..... \$121,200 00

| | |
|---|--------------|
| Brought forward..... | \$121,200 00 |
| For messenger to Clerk of Court of Appeals, for salary, chapter 192, Laws of 1876 | 800 00 |
| For furniture, books, binding, blanks, printing calendar and other necessary expenses of the office of the Clerk of the Court of Appeals, chapter 645, Laws of 1869 | 2,500 00 |
| For compensation of criers and attendants for the Court of Appeals, chapter 95, Laws of 1864, and chapter 238, Laws of 1871, and chapter 101, Laws of 1883..... | 9,300 00 |

Supreme Court:

| | |
|--|------------|
| Justices of the Supreme Court, for salaries, chapter 408, Laws of 1870, and chapter 541, Laws of 1872, | 322,800 00 |
| For the Justices of the Supreme Court, in the second judicial district, not residing in the county of Kings, for additional compensation, pursuant to chapter 765 of the Laws of 1868, and chapter 491, Laws of 1883, \$7,500; and for the stenographers appointed under said act \$5,000. Said amounts to be paid only from moneys which shall have been or shall be paid into the treasury for taxes levied for the purposes of said act and in pursuance thereof..... | 12,500 00 |
| For the stenographers of the Supreme Court in the third and sixth judicial districts, pursuant to sections 258, 259 of the Code of Civil Procedure, to be refunded to the treasury as required by chapter 159 of the Laws of 1885 | 12,000 00 |
| Expenses of general terms, Supreme Court, chapter 408, Laws of 1870..... | 4,000 00 |
| For the several Judicial District Libraries, chapter 400, Laws of 1880, and chapter 234, Laws of 1881, | 6,000 00 |

Attorney-General's Office:

| | |
|---|-----------|
| Attorney-General, for salary, chapter 145, Laws of 1875 | 5,000 00 |
| For deputies in the office of the Attorney-General, for salaries, chapter 40, Laws of 1878..... | 8,000 00 |
| Clerks, stenographer and messenger in the office of the Attorney-General, for salaries, chapter 40, Laws of 1878, and chapter 270, Laws of 1882, and chapter 205, Laws of 1883..... | 16,000 00 |
| For furniture, books, binding, blanks, printing and other necessary expenses of the office of the Attorney-General, chapter 645, Laws of 1869 | 750 00 |
| For costs of suits, fees of sheriffs, compensation of witnesses, and for expenses and disbursements by the Attorney-General, Revised Statutes, volume 1, page 478 | 1,000 00 |

Carried forward... .. \$521,850 00

| | |
|--|--------------|
| Brought forward | \$521,850 00 |
| For expenses and disbursements of the Attorney-General, chapter 260, Laws of 1882..... | 1,600 00 |
| For expenses and disbursements of deputies of Attorney-General, chapter 550, Laws of 1884..... | 2,000 00 |

Board of Claims:

| | |
|---|-----------|
| Board of Claims, chapter 205, Laws of 1883, chapter 60, Laws of 1884, and chapter 334, Laws of 1884, and chapter 413, Laws of 1886..... | 26,900 00 |
|---|-----------|

Secretary of State's Office:

| | |
|---|-----------|
| Secretary of State, for salary, chapter 145, Laws of 1875 | 5,000 00 |
| Deputy Secretary of State and Clerk of the Commissioners of the Land Office, for salary, and for indexing the Session Laws and making marginal notes thereof, chapter 270, Laws of 1882 | 4,000 00 |
| Clerks in the Secretary of State's office, for salaries.. | 18,500 00 |
| Messenger in the Secretary of State's office, for salary, | 1,000 00 |
| For furniture, books, binding, blanks, printing and other necessary expenses of the Secretary of State's office | 2,000 00 |

Comptroller's Office:

| | |
|--|-----------|
| Comptroller, for salary, chapter 145, Laws of 1875... | 6,000 00 |
| Deputy Comptroller, for salary, chapter 316, Laws of 1880 | 4,000 00 |
| Clerks in the office of the Comptroller, for salaries, chapter 240, Laws of 1885..... | 29,000 00 |
| Messenger in the office of the Comptroller, for salary, | 800 00 |
| For furniture, books, binding, blanks, printing and other necessary expenses of the office of Comptroller, | 4,000 00 |

Treasurer's Office:

| | |
|---|----------|
| Treasurer, for salary, chapter 145, Laws of 1875 | 5,000 00 |
| Deputy Treasurer, for salary, chapter 270, Laws of 1882 | 4,000 00 |
| Clerks in the office of the Treasurer, for salaries, chapter 270, Laws of 1882..... | 9,000 00 |
| For furniture, books, binding, blanks, printing and other necessary expenses in the office of the Treasurer, chapter 645, Laws of 1889..... | 800 00 |

Department of Public Instruction:

| | |
|---|----------|
| Superintendent of Public Instruction, for salary, chapter 541, Laws of 1872 | 5,000 00 |
| Deputy Superintendent of Public Instruction, for salary, chapter 128, Laws of 1877..... | 3,500 00 |

| | |
|----------------------|--------------|
| Carried forward..... | \$653,950 00 |
|----------------------|--------------|

| | |
|---|--------------|
| Brought forward..... | \$653,950 00 |
| Clerks in the office of the Superintendent of Public Instruction, for salaries, chapter 413, Laws of 1886, | 10,420 00 |
| For furniture, books, binding, blanks, printing and other necessary expenses of the office of the Superintendent of Public Instruction, chapter 541, Laws of 1872..... | 2,000 00 |
| For the Department of Public Instruction, for traveling expenses which may be incurred in the visitation of common schools, normal schools, teachers' institutes, Indian schools and other institutions under the supervision of that department..... | 500 00 |
| Expenses of examinations of applicants for State certificates..... | 400 00 |

State Engineer and Surveyor's Office :

| | |
|--|----------|
| For salary of the State Engineer and Surveyor, chapter 141, Laws of 1880..... | 5,000 00 |
| Deputy State Engineer and Surveyor, for salary, chapter 270, Laws of 1882..... | 4,000 00 |
| Clerks in the office of the State Engineer and Surveyor, for salaries..... | 3,500 00 |
| For furniture, books, binding, blanks, printing and other necessary expenses of the office of the State Engineer and Surveyor, chapter 280, Laws of 1864.. | 750 00 |

Board of Railroad Commissioners :

| | |
|--|-----------|
| For Board of Railroad Commissioners (to be refunded to the treasury), chapter 353, Laws of 1882..... | 50,000 00 |
|--|-----------|

Banking Department :

| | |
|--|-----------|
| Superintendent of the Banking Department, for salary, \$5,000, Revised Statutes, volume 2, page 1379; clerk hire, furniture, books, binding, blanks, printing and other necessary expenses of the office of the Superintendent of the Banking Department, \$12,000 (to be refunded to the treasury), chapter 164, Laws of 1851, and chapter 409, Laws of 1882..... | 17,000 00 |
|--|-----------|

Insurance Department :

| | |
|---|-----------|
| Superintendent of the Insurance Department, for salary, \$7,000, chapter 326, Laws of 1861, and chapter 732, Laws of 1868; for Deputy Superintendent, for salary, \$4,500, chapter 185, Laws of 1881; clerk hire, furniture, books, binding, blanks, printing and other necessary expenses of the Insurance Department, \$58,500 (to be refunded to the treasury), chapter 366, Laws of 1859..... | 70,000 00 |
|---|-----------|

Carried forward..... \$817,520 00

| | |
|--|----------------|
| Brought forward | \$817,520 00 |
| <i>State Assessors :</i> | |
| For compensation and traveling expenses of the State Assessors, chapter 351, Laws of 1874..... | 9,000 00 |
| <i>State Entomologist :</i> | |
| For the salary of the State Entomologist, chapter 377, Laws of 1881 | 2,000 00 |
| <i>Commissioners of Quarantine :</i> | |
| For salary to each of them, \$2,500 | 7,500 00 |
| <i>Land Office :</i> | |
| For assessment and other expenses of public lands.. | 2,000 00 |
| <i>Public Offices :</i> | |
| For postage on official letters, documents, etc., of the Governor, Secretary of State, Comptroller, Treasurer, Superintendent of Public Instruction, Attorney-General, State Engineer and Surveyor, Adjutant-General, Inspector-General, Clerk of the Court of Appeals, State Board of Charities and State Board of Health | 5,800 00 |
| For stationery for the public offices, Revised Statutes, volume 1, page 441..... | 6,500 00 |
| <i>Public Buildings :</i> | |
| For care and maintenance of the Capitol building and other public buildings, chapter 349, Laws of 1883, and chapter 240, Laws of 1885..... | 150,000 00 |
| <i>Regents of the University :</i> | |
| Secretary of the Regents, for salary, chapter 270, Laws of 1882 | 3,500 00 |
| Assistant Secretary, for salary, chapter 541, Laws of 1872 | 2,000 00 |
| For compensation of Botanist, chapter 541, Laws of 1872 | 1,500 00 |
| For expense in collecting, \$200, or so much thereof as may be necessary..... | 200 00 |
| For expenses of postage, printing, stationery and compensation of messenger..... | 4,000 00 |
| <i>State Library :</i> | |
| For purchase of books | 5,000 00 |
| For binding, lettering and marking books | 1,800 00 |
| For repairs, cleaning, gas, transportation of books, and other necessary expenses of the State Library, | 2,000 00 |
| Carried forward..... | \$1,020,320 00 |

| | |
|---|----------------|
| Brought forward | \$1,020,320 00 |
| For the salaries of the librarians and assistants and janitor of the State Library, chapter 514, Laws of 1872, and for salary of clerk in charge of documents and records, per chapter 120, Laws of 1881..... | 11,000 00 |

Hall for the State Cabinet of Natural History and the Agricultural Museum :

| | |
|--|-----------|
| For the State Cabinet of Natural History, chapter 557, Laws of 1870, and chapter 355, Laws of 1883, section 2 | 15,000 00 |
| For James Hall, as State Geologist, for compensation for authorship, \$1,200; for superintendence of drawings and engravings, for clerk hire, for the use of working-rooms and for the arranging and labeling and distribution of the duplicate fossils and minerals, \$1,300, as shall be fixed by the Lieutenant-Governor, Comptroller and Secretary of State | 2,500 00 |
| For publication of the Palæontology of the State as provided by section 3, chapter 355, Laws of 1883.. | 15,000 00 |

Agriculture :

| | |
|--|-----------|
| For donations to the societies of the several counties of this State, and the State Society for the Promotion of Agriculture..... | 28,000 00 |
| For the necessary expenditures of the agricultural experimental station at Geneva, for salaries, labor, repairs, laboratory, farm implements, dairy expenses of board of control, meteorological instruments, etc., chapter 702, Laws of 1881, chapter 592, Laws of 1880, and chapter 413, Laws of 1886..... | 20,000 00 |
| For New York State Dairy Commissioner, for salary, and for the salaries of the assistant commissioners, and clerk; the employment of experts, chemists, agents and counsel, and for all the necessary expenses in prosecuting the business of this department, chapter 183, Laws of 1885, and chapter 413, Laws of 1886 | 75,000 00 |
| For the Forest Commission, for maintenance, for salaries of warden, assistant warden, secretary, clerk, two inspectors, and fifteen foresters, \$16,500; for traveling and other necessary expenses of the commissioners, \$3,000; for traveling expenses of the warden, assistant warden and inspectors, \$2,500; for printing and office expenses, \$2,500; for fees of attorneys and witnesses, \$5,000, and for the prevention of fires, \$3,000, chapter 283, Laws of 1885, and chapter 413, Laws of 1886 | 32,500 00 |

Carried forward..... \$1,219,320 00

Brought forward \$1,219,320 00

Legislature :

| | |
|--|------------|
| For compensation and mileage of members and officers of the Legislature..... | 340,000 00 |
| For advances to the Clerks of the Senate and Assembly, for contingent expenses | 15,000 00 |
| For postage, expenses of committees, compensation of witnesses, Legislative Manual, Croswell's Manual, Clerk's Manual, and other contingent expenses of the Legislature..... | 18,000 00 |

State Printing :

| | |
|--|-----------|
| For the legislative printing for the State, including binding, mapping, engraving, publication of the official canvass and other official notices, chapter 24, Laws of 1846, and chapter 254, Laws of 1847, and chapter 215, Laws of 1881..... | 60,000 00 |
|--|-----------|

State Prisons, etc., viz. :

| | |
|--|------------|
| For the support and maintenance of the several State prisons and for material and expenses of manufacturing, chapter 240, Laws of 1854, chapter 43, Laws of 1865, and chapter 458, Laws of 1866, and for ordinary repairs of the prisons..... | 450,000 00 |
| For the Superintendent of State Prisons, for salary, \$6,000; for necessary traveling expenses, \$500; and for necessary clerk hire and messenger, \$2,800; and for pay of janitor, fuel, postage, stationery and other incidental expenses, \$750, chapter 24, Laws of 1877, and chapter 415, Laws of 1886..... | 10,050 00 |
| For compensation of sheriffs, for the transportation of convicts to the prisons, asylum for insane convicts, houses of refuge and penitentiaries, chapter 123, Laws of 1849, and chapter 158, Laws of 1856, and chapter 666, Laws of 1871..... | 9,000 00 |
| For the maintenance of convicts sentenced to penitentiaries, in pursuance of chapter 158, Laws of 1856, chapter 584, Laws of 1865, chapter 667, Laws of 1866, chapter 574, Laws of 1869, chapter 247, Laws of 1874, chapter 571, Laws of 1875, and chapter 490, Laws of 1885..... | 40,000 00 |
| For refunding to prison contractors deposits, in pursuance of chapter 465, Laws of 1863..... | 500 00 |

Discharged Convicts :

| | |
|--|----------|
| For the maintenance of the State agency for discharged convicts, pursuant to chapter 424, Laws of 1877, \$5,000; and for the State Agent, for salary, \$2,500, | 7,500 00 |
|--|----------|

Carried forward..... \$2,169,370 00

Brought forward \$2,169,370 00

Asylum for Insane Criminals:

| | |
|--|-----------|
| For support and maintenance, including ordinary repairs of the Asylum for the Insane Criminals, chapter 130, Laws of 1858..... | 30,000 00 |
| For salaries of resident officers, chapter 289, Laws of 1884 | 5,500 00 |

Indian Affairs:

| | |
|---|------------|
| For payment of the annuities to the several Indian tribes, viz. : | |
| Onondagas..... | \$2,430 00 |
| Cayugas..... | 2,300 00 |
| Senecas..... | 500 00 |
| St. Regis..... | 2,131 67 |
| | <hr/> |
| | 7,361 67 |
| For relief of the Onondaga Indians, chapter 206, Laws of 1858..... | 300 00 |
| For compensation of the agent of the Onondaga Indians, chapter 228, Laws of 1843, chapter 376, Laws of 1851, and chapter 281, Laws of 1870..... | 200 00 |
| For compensation of the agent of the Onondaga Indians, chapter 178, Laws of 1847, and chapter 635, Laws of 1869..... | 65 00 |
| For compensation of the agent of the Onondaga Indians on the Allegany and Cattaraugus reservations, chapter 233, Laws of 1857, and chapter 73, Laws of 1858 | 150 00 |
| For compensation of the attorney of the St. Regis Indians, chapter 325, Laws of 1861..... | 150 00 |
| For compensation of the attorney of the Seneca Indians, chapter 150, Laws of 1845..... | 150 00 |
| For compensation of the attorney for the Tonawanda band of Seneca Indians, chapter 839, Laws of 1867, and chapter 643, Laws of 1873..... | 150 00 |

Onondaga Salt Springs:

| | |
|--|-----------|
| For salary of the Superintendent, compensation of clerks and other persons employed, and other necessary expenses of the Onondaga Salt Springs, chapter 346, section 36, Laws of 1859..... | 63,000 00 |
|--|-----------|

Militia of the State:

| | |
|--|------------|
| For expenses of the National Guard of the State of New York, in pursuance of chapter 447, Laws of 1862, and chapter 413, Laws of 1886..... | 400,000 00 |
|--|------------|

Carried forward..... \$2,676,396 67

Brought forward \$2,676,396 67

Civil Service Commission :

Civil Service Commission, salaries and expenses, \$7,800; fees for witnesses, \$1,000; chief examiner, salary and expenses, \$4,400; secretary, stenographer, copyist and messenger, for salaries and expenses, \$3,200; for books, stationery, etc., \$2,000, chapter 354, Laws of 1883, chapters 357 and 240, Laws of 1885 18,400 00

Bureau of Labor Statistics :

Commissioner of Statistics, salary, \$3,000; clerk, for salary, \$2,000; expenses of Commissioner, \$5,000, chapter 356, Laws of 1883, and chapter 550, Laws of 1884 10,000 00

Commissioner of Fisheries :

For Commissioner of Fisheries, for the purpose of replenishing the lakes, rivers and other waters of this State with fish, chapter 337, Laws of 1885..... 26,000 00

Roads, etc. :

For payments to commissioners of moneys received into the treasury for taxes on lands of non-residents, appropriated to the construction of roads..... 500 00

County Treasurers :

For advances to county treasurers on account of taxes on property of non-residents, which may be returned to the Comptroller's office 30,000 00

Transportation :

For expenses of transportation of the Session Laws, journals and documents of the Legislature, reports, books, etc., and packages by express for the public offices, and for expenses of boxes, chapter 254, Laws of '1847..... 5,000 00

Repayment of Moneys :

For repayment of money to purchasers for redemption of land sold for taxes..... 30,000 00
 For repayment of money erroneously paid into the treasury for taxes..... 30,000 00
 For repayment of money in cases of failure of titles to lands sold by the State, Revised Statutes, volume 1, page 541..... 1,000 00
 For repayment of money paid into the treasury through mistake, Revised Statutes, page 466..... 500 00

Carried forward \$2,827,796 67

Brought forward..... \$2,827,796 67

Miscellaneous :

| | |
|---|-----------|
| For supplying other States with reports of the Court of Appeals, and of the Supreme Court, chapter 536, Laws of 1836 | 500 00 |
| For expenses of the Board of pilot commissioners, New York..... | 4,500 00 |
| For the inspector of gas-meters, for salary and contingent expenses, chapter 116, Laws of 1860..... | 2,500 00 |
| For the shore inspector, for salary and expenses, chapter 604, Laws of 1875, chapter 463, Laws of 1880, chapter 414, Laws of 1885, and chapter 630, Laws of 1886..... | 27,000 00 |
| To the trustees of Washington's head-quarters, for compensation of superintendent, and for care, maintenance, repairs and improvement of grounds..... | 1,000 00 |
| For the compensation and expenses of the game and fish protectors, chapter 591, Laws of 1880, and chapter 491, Laws of 1883..... | 12,000 00 |

Soldiers and Sailors' Home :

| | |
|---|------------|
| For the State Soldiers and Sailors' Home and for transportation of applicants, and for ordinary repairs, per chapter 413, Laws of 1886..... | 110,000 00 |
|---|------------|

State Reformatory :

| | |
|--|-----------|
| For the State Reformatory at Elmira, for maintenance and ordinary repairs..... | 30,000 00 |
|--|-----------|

State Board of Health :

| | |
|--|-----------|
| For the State Board of Health, for the maintenance of its work as authorized by chapter 322 of the Laws of 1880..... | 20,000 00 |
|--|-----------|

Deaf and Dumb :

| | |
|--|-----------|
| For support and instruction of 330 pupils at the Institution for Deaf and Dumb, at New York, chapter 97, Laws of 1852, or a proportionate amount for a shorter period of time than one year, or for a smaller number of pupils, as shall be duly verified by affidavits of the president and secretary of the institution..... | 82,500 00 |
| For the support and instruction of 120 pupils at the Institution for the Improved Instruction of Deaf Mutes, in New York, pursuant to chapter 180, Laws of 1870, or a proportionate amount for a shorter period of time than one year, or for a smaller number of pupils, as shall be duly verified by affidavits of the president and secretary of the institution..... | 30,000 00 |

Carried forward..... \$3,147,796 67

| | |
|--|----------------|
| Brought forward..... | \$3,147,796 67 |
| For the support and instruction of 100 pupils at the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf Mutes, at Buffalo, pursuant to the provisions of chapter 670, Laws of 1872, and sections 9 and 10 of title 1, chapter 555, Laws of 1864, or a proportionate amount for a shorter period of time than one year, or for a smaller number of pupils, to be paid by the Comptroller, upon the certificate and oath of the president and secretary of the said institution | 25,000 00 |
| For the support and instruction of 135 pupils at the Central New York Institution for Deaf Mutes, Rome, N. Y..... | 33,750 00 |
| For the support and instruction of 170 pupils, at the St. Joseph's Institution for the Improved Instruction of Deaf Mutes, at Fordham..... | 42,500 00 |
| For the support and instruction of 115 pupils at the Western New York Institution for Deaf Mutes, at Rochester | 28,750 00 |
| For the support and instruction of fifty pupils at the Northern New York Institution for Deaf Mutes, at Malone | 12,500 00 |
| <i>Thomas Asylum for Orphan and Destitute Indian Children:</i> | |
| For the Thomas Asylum for Orphan and Destitute Indian Children, for the education and maintenance of 100 children, in pursuance of chapter 162, Laws of 1875, and chapter 270, Laws of 1882, at the rate of one hundred dollars <i>per capita</i> | 10,000 00 |
| For teachers' wages, chapter 413, Laws of 1886..... | 1,000 00 |
| <i>Blind:</i> | |
| For the support and instruction of 200 pupils at the Institution for the Blind, in New York, or a proportionate amount for a shorter period of time than one year, or for a smaller number of pupils, as shall be duly verified by affidavits of the president and secretary of the institution..... | 50,000 00 |
| For maintenance of inmates of the Institution for the Blind and for ordinary repairs, Batavia..... | 40,000 00 |
| <i>Juvenile Delinquents:</i> | |
| For the Society for the Reformation of Juvenile Delinquents, in the city of New York..... | 70,000 00 |
| <i>House of Refuge:</i> | |
| For the House of Refuge, Western New York..... | 85,000 00 |
| Carried forward..... | \$3,546,296 67 |

Brought forward \$3,546,296 67

Idiot Asylum :

For the State Asylum for Idiots, Syracuse, for maintenance and ordinary repairs..... 80,000 00

Custodial Asylum :

For the support and maintenance of the Custodial Asylum and for ordinary repairs..... 20,000 00

Willard Asylum for the Insane :

For salaries..... 13,500 00

Hudson River State Hospital for the Insane :

For salaries..... 13,500 00

State Asylum for Lunatics :

For the officers of the State Asylum for Lunatics, for salaries..... 15,000 00

State Homœopathic Asylum :

For the State Homœopathic Asylum for the Insane, for salaries..... 10,000 00

Binghamton Asylum :

For the officers of the Binghamton Asylum for the Chronic Insane, for salaries..... 8,500 00

Buffalo Asylum :

For the officers of the Buffalo State Asylum for the Insane, for salaries..... 10,200 00

State Commissioner in Lunacy :

For the salary of the State Commissioner in Lunacy, \$4,000, and for traveling and other incidental expenses of said Commissioner, \$1,000, or so much thereof as may be necessary..... 5,000 00

State Board of Charities :

For salary of Secretary, \$3,500, expenses of Commissioners, Secretary and office contingencies, \$5,000.. 8,500 00

For support and care of paupers, per chapter 661, Laws of 1873, and chapter 549, Laws of 1880..... 40,000 00

State Reservation at Niagara :

For the redemption of bonds, maturing July 1, 1888, 100,000 00

Weights and Measures :

For Superintendent of Weights and Measures, for salary..... 500 00

Carried forward..... \$3,870,996 67

Brought forward \$3,870,996 67

PAYABLE FROM THE FREE SCHOOL FUND :

| | |
|--|--------------|
| For support of the common schools of the State, or so much of the amount as shall be received from the tax of 1887..... | 3,250,000 00 |
| For the State Normal Schools at Albany, Buffalo, Brockport, Cortland, Fredonia, Geneseo, Oswego, Potsdam and New Paltz, for their maintenance, to each of them \$18,000..... | 162,000 00 |
| For the maintenance of the Teachers' Institutes, pursuant to chapter 555, Laws of 1854..... | 18,000 00 |
| For the salaries of the commissioners of common schools | 112,500 00 |

PAYABLE FROM SCHOOL FUND, VIZ. :

Capital :

| | |
|--|-----------|
| For investment, in pursuance of chapter 194, Laws of 1849, \$50,000, or so much thereof as may be necessary..... | 50,000 00 |
|--|-----------|

Revenue :

| | |
|--|------------|
| For dividends to common schools, Revised Statutes, volume 1, page 538 | 170,000 00 |
| For support of Indian schools, chapter 71, Laws of 1856 | 6,000 00 |
| For refunding money paid into the treasury for redemption of lands sold for arrears of consideration, chapter 457, Laws of 1836..... | 500 00 |
| For refunding surplus moneys received on re-sales of lands, Revised Statutes, volume 1, page 466..... | 500 00 |
| For expenses of lands, Revised Statutes, volume 1, page 560 | 200 00 |

PAYABLE FROM THE LITERATURE FUND.

| | |
|---|-----------|
| For dividends to the academies, chapter 237, Laws of 1838 | 12,000 00 |
| For the purchase of text-books, maps and globes, philosophical and chemical apparatus for the academies, Revised Statutes, volume 2, page 1176..... | 3,000 00 |

PAYABLE FROM THE U. S. DEPOSIT FUND, VIZ. :

Capital :

| | |
|--|------------|
| For investment in pursuance of chapter 150, Laws of 1837 (\$100,000), or so much thereof as may be necessary | 100,000 00 |
|--|------------|

Carried forward..... \$7,775,696 67

Brought forward \$7,755,696 67

Revenue:

| | |
|---|-----------|
| For dividends to common schools, chapter 237, Laws of 1838, chapter 179, Laws of 1856..... | 75,000 00 |
| For dividends to academies, chapter 237, Laws of 1838, | 28,000 00 |
| For amount to be added to the capital of the school fund (article 9 of the Constitution)..... | 25,000 00 |
| For instruction of common school teachers in the academies and union schools designated by the Regents of the University, chapter 425, Laws of 1877 | 30,000 00 |
| For establishing and conducting examinations, in accordance with chapter 425, Laws of 1877..... | 10,000 00 |
| For refunding money erroneously paid into the treasury, Revised Statutes, volume 1, page 466..... | 1,000 00 |
| For the purchase of text-books, maps, globes and philosophical and chemical apparatus for academies, to be distributed by the Regents of the University, in the manner provided by law for the apportionment of the like appropriation from the literature fund | 8,000 00 |

PAYABLE FROM THE COLLEGE LAND SCRIP FUND.

Revenue:

| | |
|---|-----------|
| For the Cornell University, pursuant to chapter 585, Laws of 1865 | 20 000 00 |
|---|-----------|

PAYABLE FROM THE MILITARY RECORD FUND.

Revenue:

| | |
|---|-----------------------|
| For expenses of the Bureau of Military Statistics.... | 1,500 00 |
| Total | <u>\$7,949,196 67</u> |

VII.

AUCTION DUTIES.

PAID BY THE SEVERAL AUCTIONEERS IN THE STATE DURING THE
YEAR ENDING SEPTEMEBR 30, 1886.

| | | |
|---------------|--------------------------|----------|
| Binghamton.. | Daniel Lyons..... | \$1 53 |
| Brooklyn .:.. | William Cole..... | 67 |
| New York.... | J. C. Wilmerding..... | 5,726 75 |
| | Alphonse Montant..... | 5,261 45 |
| | James Williams..... | 4,406 85 |
| ..... | William P. Moore..... | 815 51 |
| ..... | Edward Schenck..... | 470 07 |
| ..... | Hewlett Scudder..... | 420 52 |
| ..... | Robert R. Haydock..... | 362 13 |
| ..... | Edward E. Hoyt..... | 209 77 |
| ..... | Eugene Bissell..... | 207 94 |
| ..... | George I. Banks..... | 202 09 |
| ..... | James P. Silo..... | 174 97 |
| ..... | R. M. Montgomery..... | 130 51 |
| ..... | Henry C. Merry..... | 95 05 |
| ..... | Daniel A. Matthews..... | 74 36 |
| ..... | W. A. Topping..... | 72 89 |
| ..... | George H. Clayton..... | 69 93 |
| ..... | W. B. Norman..... | 64 78 |
| ..... | John H. Draper..... | 54 50 |
| ..... | J. D. Kingsland..... | 47 81 |
| ..... | J. J. Moriarty..... | 39 91 |
| ..... | Edward M. Brown..... | 33 62 |
| ..... | Edward L. Lewis..... | 33 07 |
| ..... | Daniel Clarkson..... | 22 20 |
| ..... | John Nicholson..... | 19 32 |
| ..... | Daniel H. Burdett..... | 19 08 |
| ..... | Robert Somerville | 16 57 |
| ..... | J. A. Levy..... | 12 92 |
| ..... | Benjamin C. Brookes..... | 6 02 |
| Schenectady. | J. H. B. Clute..... | 25 |
| Troy..... | Gilbert Geer, Jr..... | 7 77 |

\$19,080 81

VIII.

COST OF STATIONERY.

DELIVERED TO THE PUBLIC OFFICERS, ETC., DURING THE FISCAL
YEAR ENDING SEPTEMBER 30, 1886.

| | |
|---|----------|
| Adjutant-General..... | \$312 51 |
| Attorney-General..... | 214 73 |
| Bank Department | 70 12 |
| Board of Claims | 134 74 |
| Board of Regents | 67 00 |
| Civil Service Commission..... | 130 54 |
| Comptroller | 751 12 |
| Court of Appeals — Clerk | 180 40 |
| Court of Appeals — Judges..... | 494 54 |
| Department of Public Instruction | 387 19 |
| Executive Department | 504 21 |
| Forestry Commission | 109 32 |
| Geological Hall | 5 72 |
| Inspector-General..... | 45 17 |
| Insurance Department | 24 06 |
| New Capitol Paymaster..... | 7 50 |
| Secretary of State | 842 03 |
| State Board of Charities | 59 30 |
| State Board of Health | 287 27 |
| State Dairy Commission..... | 83 03 |
| State Engineer and Surveyor | 173 46 |
| State Entomologist .. | 24 14 |
| State Factory Inspector | 55 15 |
| State Hall | 40 00 |
| State Museum..... | 19 30 |
| State Treasury | 284 37 |
| Superintendent of Public Buildings..... | 65 95 |
| Superintendent of Public Works | 75 24 |
| Sundry cash sales..... | 29 80 |

\$5,477 91

The following amounts, not previously acknowledged, have been refunded to the treasury during the above fiscal year for stationery furnished to certain State departments, and for cash sales :

| | |
|--------------------------------------|-------------|
| Bank Department | \$70 12 |
| Board of Claims | 134 74 |
| Civil Service Commission | 130 54 |
| Forestry Commission | 109 32 |
| Insurance Department | 24 06 |
| State Dairy Commission | 83 03 |
| State Entomologist | 24 14 |
| State Factory Inspector | 55 15 |
| Superintendent of Public Works | 75 24 |
| Sundry cash sales | 29 80 |
| | <hr/> |
| | \$736 14 |
| | <hr/> <hr/> |

IX.

SCHEDULE showing the amount of town, county, school and State taxes, and the rate of taxation on each dollar of the aggregate valuations for the year 1886, as fixed by the Board of Equalization, from the returns in the Comptroller's office for 1885, and the aggregate of said equalized valuations of real and personal property in the several counties of this State. (For valuations of 1885, returned to the Comptroller's office, see Schedule X.)

| COUNTIES. | Aggregate equalized valuation. | Town taxes. | County taxes. | 1 15-100 mills school tax. | 1 8-10 mills State tax. | Aggregate taxation. | Rate of tax on \$1 valuation. |
|------------------|--------------------------------|----------------|-----------------|----------------------------|-------------------------|---------------------|-------------------------------|
| Albany † | \$83, 447, 408 | \$867, 621 14 | \$393, 461 24 | \$95, 964 52 | \$150, 205 33 | \$1, 507, 252 23 | 1.806 |
| Allegany..... | 14, 058, 416 | 64, 532 31 | 62, 174 96 | 16, 167 18 | 25, 305 15 | 168, 179 60 | 1.196 |
| Broome..... | 20, 704, 653 | 51, 561 67 | 66, 909 75 | 23, 810 35 | 37, 268 38 | 179, 550 15 | 0.867 |
| Cattaraugus..... | 15, 431, 237 | 50, 740 86 | 61, 283 12 | 17, 745 92 | 27, 776 23 | 157, 546 13 | 1.021 |
| Cayuga..... | 29, 962, 070 | 108, 562 68 | 69, 911 89 | 34, 456 38 | 53, 931 73 | 266, 862 68 | 0.890 |
| Chautauqua..... | 24, 790, 895 | 78, 700 21 | 84, 330 45 | 28, 509 53 | 44, 623 61 | 236, 163 80 | 0.952 |
| Chemung..... | 17, 952, 640 | 67, 202 29 | 58, 039 71 | 20, 645 54 | 32, 314 75 | 178, 202 29 | 0.992 |
| Chenango..... | 17, 478, 045 | 169, 827 34 | 41, 350 54 | 20, 099 75 | 31, 460 48 | 262, 738 11 | 1.750 |
| Clinton..... | 9, 669, 514 | 42, 580 15 | 64, 904 69 | 11, 119 94 | 17, 405 13 | 136, 009 91 | 1.406 |
| Columbia..... | 29, 478, 673 | 60, 741 32 | 102, 175 63 | 33, 900 48 | 53, 061 61 | 249, 879 04 | 0.847 |
| Cortland..... | 10, 759, 816 | 42, 578 16 | 43, 825 76 | 12, 373 79 | 19, 367 67 | 118, 145 38 | 1.098 |
| Delaware..... | 13, 465, 707 | 111, 316 45 | 47, 922 10 | 15, 485 57 | 24, 238 27 | 198, 962 39 | 1.477 |
| Dutchess..... | 43, 079, 008 | 108, 179 28 | 136, 136 19 | 49, 540 86 | 77, 542 21 | 371, 398 54 | 0.862 |
| Eric *..... | 120, 445, 345 | 59, 078, 01 | 467, 878 57 | 138, 512 15 | 216, 801 62 | 882, 270 35 | 0.732 |
| Essex..... | 10, 391, 808 | 48, 645 44 | 30, 129 52 | 11, 950 58 | 18, 705 25 | 109, 430 79 | 1.053 |
| Franklin..... | 7, 982, 170 | 25, 306 90 | 47, 321 93 | 9, 179 49 | 14, 367 91 | 96, 176 23 | 1.204 |
| Fulton..... | 8, 035, 789 | 43, 361 69 | 42, 225 76 | 9, 241 16 | 14, 464 42 | 109, 293 03 | 1.360 |
| Genesee..... | 20, 627, 659 | 46, 996 76 | 25, 682 63 | 23, 721 80 | 37, 129 79 | 133, 530 98 | 0.647 |
| Greene..... | 13, 447, 183 | 30, 077 27 | 91, 081 06 | 15, 464 26 | 24, 204 93 | 160, 827 52 | 1.196 |
| Hamilton..... | 1, 137, 290 | 15, 079 64 | 15, 000 00 | 1, 307 88 | 2, 047 12 | 33, 434 64 | 2.939 |
| Herkimer..... | 22, 778, 355 | 64, 225 95 | 62, 455 82 | 26, 195 11 | 41, 001 04 | 193, 877 92 | 0.852 |
| Jefferson *..... | 23, 106, 977 | 97, 722 14 | 82, 006 35 | 26, 573 02 | 41, 592 56 | 247, 894 07 | 1.072 |
| Kings..... | 322, 934, 926 | 7, 209, 759 87 | 1, 455, 202 67 | 371, 375 16 | 581, 282 87 | 9, 617, 620 57 | 2.978 |
| Lewis *..... | 8, 738, 160 | 31, 816 62 | 33, 426 54 | 10, 048 88 | 15, 728 69 | 91, 020 73 | 1.042 |
| Livingston..... | 24, 379, 752 | 47, 803 46 | 62, 189 76 | 28, 036 72 | 43, 883 55 | 181, 913 49 | 0.746 |
| Madison..... | 19, 120, 295 | 81, 836 56 | 57, 386 67 | 21, 988 34 | 34, 416 53 | 195, 628 10 | 1.023 |
| Monroe..... | 80, 320, 545 | 104, 131 27 | 198, 623 40 | 92, 368 63 | 144, 576 98 | 539, 700 28 | 0.672 |
| Montgomery..... | 22, 219, 177 | 46, 418 96 | 61, 280 98 | 25, 552 05 | 39, 991 52 | 173, 246 51 | 0.779 |
| New York †..... | 1, 439, 236, 250 | ..... | 29, 240, 603 15 | 1, 655, 110 19 | 2, 590, 607 25 | 33, 486, 320 59 | 2.327 |
| Niagara..... | 25, 238, 582 | ..... | 137, 452 22 | 29, 024 37 | 45, 429 45 | 297, 089 28 | 1.177 |
| Oneida..... | 56, 861, 428 | 116, 900 00 | 218, 159 83 | 65, 290 64 | 102, 350 57 | 502, 801 04 | 0.884 |

IX. — (Continued).

| COUNTIES. | Aggregate equalized valua- tion. | Town taxes. | County taxes. | 1 15-100 mills school tax. | 1 8-10 mills State tax. | Aggregate taxation. | Rate of tax on \$1 valuation. |
|-------------------|--|-------------------|-------------------|-------------------------------|----------------------------|------------------------|----------------------------------|
| Onondaga * | \$50, 448, 103 | \$212, 468 01 | \$163, 064 30 | \$69, 515 31 | \$108, 806 59 | \$553, 854 21 | 0.916 |
| Ontario..... | 28, 412, 552 | 66, 720 52 | 63, 106 09 | 32, 674 44 | 51, 142 59 | 213, 643 64 | 0.752 |
| Orange..... | 41, 497, 366 | 118, 867 59 | 131, 672 91 | 47, 721 97 | 74, 695 26 | 378, 957 73 | 0.898 |
| Orleans..... | 14, 335, 745 | 49, 889 54 | 49, 426 78 | 16, 486 11 | 25, 804 34 | 141, 606 77 | 0.987 |
| Oswego..... | 22, 429, 140 | 206, 627 26 | 82, 761 28 | 25, 793 51 | 40, 372 45 | 355, 554 50 | 1.585 |
| Otsego..... | 21, 555, 084 | 64, 651 60 | 113, 403 16 | 24, 788 35 | 38, 799 15 | 241, 642 26 | 1.121 |
| Putnam..... | 7, 392, 815 | 11, 240 63 | 19, 974 62 | 8, 501 73 | 13, 307 07 | 53, 024 05 | 0.717 |
| Queens..... | 42, 505, 899 | 141, 260 17 | 159, 210 83 | 48, 881 78 | 76, 510 62 | 425, 863 40 | 1.001 |
| Rensselaer * | 59, 711, 637 | 282, 786 85 | 141, 231 31 | 68, 668 38 | 107, 480 95 | 600, 167 49 | 1.005 |
| Richmond * | 11, 635, 130 | 49, 267 94 | 202, 107 01 | 13, 380 40 | 20, 943 23 | 285, 698 58 | 2.455 |
| Rockland..... | 13, 281, 050 | 22, 988 64 | 34, 814 41 | 15, 273 21 | 23, 905 89 | 96, 982 15 | 0.730 |
| Saratoga..... | 22, 376, 691 | 87, 312 67 | 76, 865 63 | 25, 733 20 | 40, 278 04 | 230, 189 54 | 1.028 |
| Schenectady..... | 12, 329, 506 | 99, 620 50 | 34, 451 06 | 14, 178 93 | 22, 193 11 | 170, 443 60 | 1.382 |
| Schoharie..... | 10, 012, 737 | 49, 071 60 | 30, 043 42 | 11, 514 64 | 18, 022 93 | 108, 652 59 | 1.085 |
| Schuyler..... | 6, 764, 065 | 23, 211 15 | 27, 046 01 | 7, 778 67 | 12, 175 32 | 70, 211 15 | 1.038 |
| Seneca..... | 14, 765, 500 | 64, 890 77 | 26, 839 96 | 16, 980 33 | 26, 577 90 | 135, 288 96 | 0.916 |
| St. Lawrence..... | 23, 106, 468 | 86, 799 68 | 51, 067 98 | 26, 572 44 | 41, 591 64 | 206, 031 74 | 0.891 |
| Steuben..... | 21, 915, 714 | 102, 208 39 | 80, 791 98 | 25, 203 07 | 39, 448 29 | 247, 651 73 | 1.130 |
| Suffolk * | 16, 885, 971 | 65, 913 14 | 55, 934 28 | 19, 418 86 | 30, 394 75 | 171, 661 03 | 1.016 |
| Sullivan..... | 5, 327, 325 | 68, 104 02 | 37, 792 27 | 6, 126 43 | 9, 589 18 | 121, 611 90 | 2.282 |
| Tioga..... | 11, 683, 450 | 87, 517 45 | 39, 455 33 | 13, 435 97 | 21, 030 21 | 161, 438 96 | 1.381 |
| Tompkins..... | 15, 057, 419 | 94, 088 33 | 28, 275 31 | 17, 316 04 | 27, 103 35 | 166, 783 03 | 1.107 |
| Ulster..... | 24, 568, 346 | 279, 579 67 | 143, 807 35 | 28, 253 60 | 44, 223 02 | 495, 863 64 | 2.018 |
| Warren..... | 6, 499, 028 | 20, 144 81 | 42, 016 01 | 7, 473 88 | 11, 698 25 | 81, 332 95 | 1.251 |
| Washington..... | 22, 127, 340 | 30, 262 83 | 61, 366 40 | 25, 446 44 | 39, 839 21 | 156, 904 88 | 0.709 |
| Wayne..... | 24, 776, 811 | 94, 782 14 | 44, 241 77 | 28, 493 33 | 44, 598 26 | 212, 115 50 | 0.856 |
| Westchester * | 79, 273, 492 | 252, 222 35 | 240, 228 52 | 91, 164 51 | 142, 692 29 | 726, 307 67 | 0.916 |
| Wyoming..... | 14, 384, 858 | 44, 150 14 | 35, 631 46 | 16, 542 59 | 25, 892 74 | 122, 216 93 | 0.849 |
| Yates..... | 12, 353, 328 | 40, 372 66 | 24, 597 03 | 14, 206 33 | 22, 235 99 | 101, 412 01 | 0.821 |
| | \$3, 224, 682, 343 | \$12, 795, 508 69 | \$35, 801, 757 36 | \$3, 708, 384 69 | \$5, 804, 428 22 | \$58, 110, 073 96 | 1.802 |

* No returns received from these counties; the town and county taxes are from returns of previous years.
† City covers the whole county, and is included in county taxes.
‡ Includes city levies.

X.

SCHEDULE showing the valuation of real and personal property in the several counties of the State, as returned to the Comptroller's office, for the year 1886; also the number of acres assessed in each county.

| COUNTIES. | Acres of land assessed. | Assessed value of real estate. | Assessed value of personal estate. | Corrected aggregate valuations. |
|-------------------|-------------------------|--------------------------------|------------------------------------|---------------------------------|
| Albany..... | 304,804 | \$92,345,683 | \$7,923,007 | \$100,268,690 |
| Allegany..... | 639,476 | 15,026,643 | 1,176,660 | 16,203,303 |
| Broome..... | 431,685 | 27,458,647 | 2,954,568 | 30,413,215 |
| Cattaraugus..... | 802,102 | 21,147,818 | 1,914,985 | 23,062,803 |
| Cayuga..... | 414,145 | 28,541,199 | 3,609,573 | 32,150,772 |
| Chautauqua..... | 656,538 | 24,650,224 | 2,575,890 | 27,226,114 |
| Chemung..... | 246,345 | 18,931,581 | 1,134,905 | 20,066,486 |
| Chenango..... | 547,998 | 16,141,400 | 1,921,340 | 18,062,740 |
| Clinton..... | 591,373 | 7,277,899 | 1,000,745 | 8,278,644 |
| Columbia..... | 382,656 | 22,254,711 | 4,182,629 | 26,437,340 |
| Cortland..... | 310,725 | 8,726,729 | 1,051,469 | 9,777,198 |
| Delaware..... | 874,755 | 11,667,819 | 1,408,594 | 13,076,413 |
| Dutchess..... | 483,061 | 37,120,765 | 6,546,680 | 43,667,445 |
| Erie*..... | 612,846 | 130,653,132 | 10,269,725 | 140,922,857 |
| Essex..... | 1,679,762 | 10,624,277 | 760,485 | 11,384,762 |
| Franklin..... | 1,012,119 | 7,594,976 | 1,167,785 | 8,762,761 |
| Fulton..... | 313,624 | 8,980,888 | 787,235 | 9,768,123 |
| Genesee..... | 309,804 | 15,984,775 | 2,286,310 | 18,271,085 |
| Greene..... | 379,860 | 13,508,233 | 1,845,625 | 15,353,858 |
| Hamilton..... | 1,034,135 | 1,527,503 | 1,800 | 1,529,303 |
| Herkimer..... | 905,134 | 17,556,511 | 2,244,592 | 19,801,103 |
| Jefferson*..... | 741,248 | 28,145,455 | 3,296,197 | 31,441,652 |
| Kings..... | ..... | 350,369,088 | 14,657,676 | 365,026,764 |
| Lewis*..... | 750,835 | 6,675,946 | 659,930 | 7,346,496 |
| Livingston..... | 384,264 | 23,695,472 | 2,930,630 | 26,626,102 |
| Madison..... | 388,379 | 18,031,215 | 2,030,435 | 20,061,650 |
| Monroe..... | 397,109 | 107,760,486 | 5,031,890 | 112,792,376 |
| Montgomery..... | 228,580 | 23,422,341 | 2,461,083 | 25,881,929 |
| New York..... | ..... | 1,203,941,065 | 176,883,875 | 1,380,824,940 |
| Niagara..... | 304,022 | 27,223,937 | 2,129,526 | 29,353,463 |
| Oneida..... | 723,077 | 45,841,438 | 4,277,729 | 50,119,168 |
| Onondaga*..... | 452,170 | 67,380,738 | 6,654,563 | 74,035,301 |
| Ontario..... | 391,321 | 31,026,694 | 3,898,846 | 34,925,540 |
| Orange..... | 487,497 | 31,737,959 | 5,216,189 | 36,954,143 |
| Orleans..... | 237,896 | 15,957,715 | 1,790,624 | 17,748,339 |
| Oswego..... | 581,176 | 24,171,238 | 1,363,579 | 25,534,817 |
| Otsego..... | 608,196 | 13,446,182 | 1,561,000 | 15,007,182 |
| Putnam..... | 135,369 | 6,887,916 | 1,262,750 | 8,150,666 |
| Queens..... | ..... | 28,532,463 | 2,142,430 | 30,674,893 |
| Rensselaer*..... | 393,350 | 70,849,882 | 8,887,109 | 79,736,991 |
| Richmond*..... | 30,363 | 8,966,499 | 255,850 | 9,222,349 |
| Rockland..... | 100,896 | 9,948,681 | 1,144,485 | 11,093,166 |
| Saratoga..... | 499,750 | 19,587,484 | 1,529,504 | 21,116,988 |
| Schenectady..... | 121,145 | 12,702,327 | 917,501 | 13,619,828 |
| Schoharie..... | 373,809 | 13,402,330 | 1,702,719 | 15,105,049 |
| Schuyler..... | 201,014 | 7,079,561 | 713,070 | 7,792,631 |
| Seneca..... | 198,214 | 16,078,467 | 2,219,422 | 18,297,889 |
| St. Lawrence..... | 1,641,216 | 29,689,550 | 2,799,828 | 32,489,378 |
| Steuben..... | 835,000 | 28,419,917 | 2,517,799 | 30,937,716 |
| Suffolk..... | 456,362 | 13,839,221 | 1,888,900 | 15,728,121 |
| Sullivan*..... | 604,514 | 5,439,086 | 160,095 | 5,599,181 |
| Tioga..... | 311,392 | 12,570,952 | 898,933 | 13,469,885 |
| Tompkins..... | 292,503 | 10,023,686 | 1,262,670 | 11,286,356 |
| Ulster..... | 663,331 | 23,291,764 | 3,029,775 | 26,321,539 |
| Warren..... | 498,418 | 6,926,226 | 1,232,195 | 8,158,421 |
| Washington..... | 498,240 | 15,519,473 | 2,388,173 | 20,418,553 |
| Wayne..... | 347,963 | 25,737,579 | 3,365,389 | 29,102,968 |
| Westchester*..... | 268,317 | 59,241,613 | 3,083,215 | 62,324,828 |
| Wyoming..... | 370,195 | 13,272,094 | 1,610,986 | 14,883,080 |
| Yates..... | 207,146 | 11,772,857 | 1,128,486 | 12,901,343 |
| | † 28,057,824 | \$3,006,320,010 | \$336,749,663 | \$3,343,069,673 |

* No returns received from these counties, therefore taken from the statements of previous year.

† Exclusive of cities.

XI.

SCHEDULE showing the aggregate valuation of real and personal property, the State and local taxes, and the rate per cent for each year, from 1846 to 1886, inclusive.

| YEAR. | Aggregate valuation. | State taxes, exclusive of school tax. | Town, county, and school tax. | Total taxes. | Rate of tax on \$1 valuation, in cents. |
|-----------|----------------------|---------------------------------------|-------------------------------|----------------|---|
| 1846..... | \$616,824,955 | \$370,557 44 | \$4,276,904 44 | \$4,647,461 88 | 0.753 |
| 1847..... | 632,699,993 | 302,579 27 | 4,541,046 33 | 4,843,625 60 | 0.765 |
| 1848..... | 651,619,595 | 325,638 72 | 4,969,819 51 | 5,295,458 23 | 0.812 |
| 1849..... | 665,850,737 | 334,555 96 | 5,214,425 32 | 5,548,981 28 | 0.833 |
| 1850..... | 727,494,563 | 364,003 75 | 5,948,783 58 | 6,312,787 33 | 0.867 |
| 1851..... | 1,077,831,630 | 578,546 88 | 6,180,891 38 | 6,759,628 26 | 0.627 |
| 1852..... | 1,168,335,237 | 292,641 69 | 6,715,046 39 | 7,007,688 08 | 0.600 |
| 1853..... | 1,266,666,190 | 1,285,125 88 | 8,060,097 03 | 9,345,221 91 | 0.737 |
| 1854..... | 1,364,154,625 | 1,020,926 49 | 8,615,164 36 | 9,636,090 85 | 0.706 |
| 1855..... | 1,402,849,304 | 1,751,717 78 | 9,924,454 52 | 11,676,172 30 | 0.832 |
| 1856..... | 1,430,334,696 | 1,430,000 02 | 11,312,845 04 | 12,742,845 06 | 0.890 |
| 1857..... | 1,433,309,713 | 3,221,775 42 | 11,941,363 94 | 15,163,138 36 | 1.057 |
| 1858..... | 1,404,907,679 | 2,457,533 80 | 12,968,004 78 | 15,425,538 58 | 1.098 |
| 1859..... | 1,404,913,679 | 2,458,599 10 | 13,894,687 46 | 16,353,286 56 | 1.164 |
| 1860..... | 1,419,297,520 | 4,376,167 35 | 14,579,857 15 | 18,956,024 50 | 1.335 |
| 1861..... | 1,444,767,430 | 4,505,523 19 | 15,896,753 29 | 20,402,276 48 | 1.415 |
| 1862..... | 1,449,303,948 | 5,797,215 79 | 13,659,072 61 | 19,456,288 40 | 1.342 |
| 1863..... | 1,454,454,817 | 6,181,432 97 | 16,865,367 69 | 23,046,800 66 | 1.584 |
| 1864..... | 1,500,999,877 | 6,754,499 45 | 33,119,446 11 | 39,873,942 56 | 2.656 |
| 1865..... | 1,550,879,685 | 6,067,816 77 | 39,893,623 85 | 45,961,440 62 | 2.963 |
| 1866..... | 1,531,229,636 | 7,369,042 63 | 33,199,202 06 | 40,568,244 69 | 2.649 |
| 1867..... | 1,664,107,725 | 10,567,084 06 | 35,951,837 56 | 46,518,921 62 | 2.795 |
| 1868..... | 1,766,089,140 | 8,035,705 59 | 36,262,130 31 | 44,298,435 90 | 2.508 |
| 1869..... | 1,860,120,770 | 8,138,028 37 | 38,033,503 13 | 46,161,531 50 | 2.482 |
| 1870..... | 1,967,001,185 | 11,827,225 07 | 38,501,459 14 | 50,328,684 21 | 2.558 |
| 1871..... | 2,052,537,898 | 9,048,271 24 | 36,626,215 68 | 45,674,486 92 | 2.225 |
| 1872..... | 2,088,627,445 | 16,970,097 99 | 46,541,838 13 | 63,511,936 12 | 3.041 |
| 1873..... | 2,129,626,386 | 12,188,870 40 | 39,305,665 87 | 51,444,536 27 | 2.416 |
| 1874..... | 2,168,307,873 | 13,015,847 24 | 44,795,534 68 | 57,811,381 92 | 2.664 |
| 1875..... | 2,367,780,102 | 11,246,955 48 | 45,679,515 21 | 56,926,470 69 | 2.404 |
| 1876..... | 2,466,267,273 | 5,446,340 23 | 46,702,028 14 | 52,148,368 37 | 2.114 |
| 1877..... | 2,755,740,318 | 5,626,303 15 | 44,610,860 91 | 50,237,164 06 | 1.823 |
| 1878..... | 2,738,378,600 | 5,013,971 22 | 43,033,270 75 | 48,047,241 97 | 1.754 |
| 1879..... | 2,686,139,133 | 4,773,269 24 | 42,375,205 80 | 47,148,475 04 | 1.755 |
| 1880..... | 2,637,869,238 | 6,370,454 21 | 42,747,327 97 | 49,117,782 18 | 1.862 |
| 1881..... | 2,681,257,606 | 2,976,195 94 | 46,310,576 61 | 49,286,772 55 | 1.828 |
| 1882..... | 2,783,682,567 | 3,757,971 47 | 43,815,848 60 | 47,573,820 07 | 1.709 |
| 1883..... | 2,872,257,325 | 6,235,670 66 | 44,701,118 30 | 50,936,788 95 | 1.773 |
| 1884..... | 3,014,591,372 | 4,582,178 88 | 47,790,528 12 | 52,372,707 00 | 1.737 |
| 1885..... | 3,197,163,785 | 6,065,673 65 | 51,196,976 37 | 57,262,650 02 | 1.850 |
| 1886..... | 3,224,682,343 | 5,804,428 22 | 52,305,650 74 | 58,110,078 96 | 1.802 |

XII.

SCHEDULE showing the rate of State tax on each dollar of the aggregate valuations of property from 1816 to 1886, both inclusive.

| | Mills. | | Mills. |
|-----------|-----------------|-----------|---------------------|
| 1816..... | 2 | 1859..... | $2\frac{1}{2}$ |
| 1817..... | 2 | 1860..... | $3\frac{5}{8}$ |
| 1818..... | 3 | 1861..... | $3\frac{7}{8}$ |
| 1819..... | 1 | 1862..... | $4\frac{3}{4}$ |
| 1820..... | 1 | 1863..... | 5 |
| 1821..... | 1 | 1864..... | $5\frac{1}{4}$ |
| 1822..... | 1 | 1865..... | $4\frac{53}{80}$ |
| 1823..... | 1 | 1866..... | $5\frac{9}{16}$ |
| 1824..... | 1 | 1867..... | $7\frac{3}{5}$ |
| 1825..... | $\frac{1}{2}$ | 1868..... | $5\frac{4}{8}$ |
| 1826..... | $\frac{1}{2}$ | 1869..... | $5\frac{5}{8}$ |
| 1842..... | 1 | 1870..... | $7\frac{41}{156}$ |
| 1843..... | 1 | 1871..... | $5\frac{79}{120}$ |
| 1844..... | $1\frac{1}{10}$ | 1872..... | $9\frac{3}{8}$ |
| 1845..... | $\frac{6}{10}$ | 1873..... | $6\frac{95}{100}$ |
| 1846..... | $\frac{6}{10}$ | 1874..... | $7\frac{1}{4}$ |
| 1847..... | $\frac{1}{2}$ | 1875..... | 6 |
| 1848..... | $\frac{1}{2}$ | 1876..... | $3\frac{11}{24}$ |
| 1849..... | $\frac{1}{2}$ | 1877..... | $3\frac{1}{8}$ |
| 1850..... | $\frac{1}{2}$ | 1878..... | $2\frac{9}{10}$ |
| 1851..... | $\frac{1}{2}$ | 1879..... | $2\frac{863}{1000}$ |
| 1852..... | $\frac{1}{4}$ | 1880..... | $3\frac{1}{2}$ |
| 1853..... | 1 | 1881..... | $2\frac{1}{4}$ |
| 1854..... | $\frac{3}{4}$ | 1882..... | $2\frac{45}{100}$ |
| 1855..... | $1\frac{1}{4}$ | 1883..... | $3\frac{1}{4}$ |
| 1856..... | $1\frac{3}{4}$ | 1884..... | $2\frac{23}{40}$ |
| 1857..... | 3 | 1885..... | $2\frac{90}{100}$ |
| 1858..... | $2\frac{1}{2}$ | 1886..... | $2\frac{95}{100}$ |

XIII.

SCHEDULE showing the amount of taxes on lands of non-residents returned for the years 1883, 1884 and 1885, with the amount thereof admitted and rejected from said returns; also the amount of said rejected taxes which have been corrected and subsequently admitted.

| COUNTIES. | 1883. | | | | 1884. | | | | 1885. | | | |
|-------------------|------------|------------|------------|---|------------|------------|------------|---|------------|------------|------------|--|
| | Returned. | Admitted. | Rejected. | Rejected taxes corrected and subsequently admitted. | Returned. | Admitted. | Rejected. | Rejected taxes corrected and subsequently admitted. | Returned. | Admitted. | Rejected. | |
| Albany..... | \$807 64 | \$48 59 | \$759 05 | ..... | \$1,030 89 | \$194 69 | \$836 20 | ..... | \$1,273 86 | \$474 62 | \$799 24 | |
| Allegany..... | 801 41 | 342 41 | 458 97 | \$121 50 | 912 33 | 514 00 | 398 33 | \$19 82 | 626 17 | 368, 06 | 258 11 | |
| Broome..... | 173 98 | 152 15 | 21 83 | 7 88 | 150 86 | 105 81 | 45 05 | ..... | 90 72 | 52 88 | 37 84 | |
| Chemung..... | 187 61 | 54 11 | 133 50 | ..... | 35 55 | 21 49 | 14 06 | ..... | 45 62 | 23 80 | 21 82 | |
| Clinton..... | 3, 523 13 | 2, 630 92 | 892 21 | 76 15 | 4, 182 87 | 2, 645 15 | 1, 537 72 | 243 63 | 4, 501 65 | 2, 841 37 | 1, 660 28 | |
| Cortland..... | 1, 481 47 | 1, 127 34 | 1, 354 13 | 44 81 | 265 34 | 223 13 | 42 21 | ..... | 186 36 | 129 02 | 57 34 | |
| Delaware..... | 633 96 | 395 86 | 238 10 | 22 93 | 520 43 | 389 22 | 131 21 | 15 10 | 346 10 | 262 28 | 83 82 | |
| Erie..... | 1, 037 48 | 365 84 | 671 64 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |  |
| Essex..... | 11, 873 70 | 8, 825 91 | 3, 047 79 | 566 36 | 10, 727 20 | 8, 505 89 | 2, 221 31 | 705 29 | 12, 047 76 | 9, 106 19 | 2, 941 57 | |
| Franklin..... | 8, 538 67 | 7, 488 99 | 1, 049 68 | 223 11 | 6, 879 43 | 5, 880 03 | 999 40 | 362 48 | 9, 041 64 | 6, 822 94 | 2, 218 70 | |
| Fulton..... | 1, 537 95 | 836 31 | 701 64 | 50 31 | 1, 270 96 | 739 02 | 531 94 | 53 15 | 1, 428 64 | 837 10 | 591 54 | |
| Genesee..... | 64 87 | 10 77 | 54 10 | ..... | 133 47 | 3 80 | 129 67 | ..... | 15 56 | 4 80 | 10 76 | |
| Greene..... | 264 99 | 141 28 | 123 71 | 78 | 1, 016 24 | 811 83 | 204 41 | 66 85 | 9, 585 94 | 7, 532 01 | 2, 053 93 | |
| Hamilton..... | 26, 715 58 | 25, 810 35 | 905 23 | 130 87 | 21, 589 00 | 19, 282 37 | 2, 306 63 | 627 45 | 26, 042 40 | 24, 115 11 | 1, 927 29 | |
| Herkimer..... | 2, 381 63 | 1, 823 14 | 558 49 | 46 13 | 2, 384 52 | 1, 894 55 | 489 97 | 11 08 | 4, 946 76 | 3, 828 65 | 1, 118 11 | |
| Kings..... | 38, 611 72 | 14, 886 43 | 23, 725 29 | 229 50 | 49, 157 86 | 15, 239 65 | 33, 918 21 | 1, 711 27 | 76, 675 64 | 30, 737 26 | 45, 938 38 | |
| Niagara..... | 2, 259 88 | 1, 013 62 | 1, 246 26 | 907 45 | 6, 689 74 | 4, 633 31 | 2, 056 43 | 1, 042 02 | 3, 284 38 | 2, 453 71 | 830 67 | |
| Orange..... | 324 50 | 292 00 | 32 50 | ..... | 225 80 | 80 83 | 144 97 | ..... | 56 85 | 25 42 | 31 43 | |
| Otsego..... | ..... | ..... | ..... | ..... | 116 54 | ..... | 116 54 | ..... | 72 58 | ..... | 72 58 | |
| Richmond..... | 11, 237 21 | 10, 477 39 | 1, 759 82 | 395 30 | 10, 530 76 | 8, 966 30 | 1, 564 46 | ..... | 9, 152 73 | 8, 465 36 | 687 37 | |
| Rockland..... | 4, 860 17 | 3, 552 05 | 1, 308 12 | 461 09 | 12, 288 03 | 11, 627 34 | 660 69 | 244 28 | 3, 629 20 | 2, 794 92 | 834 28 | |
| Saratoga..... | 554 10 | 259 26 | 294 84 | 24 75 | 566 05 | 233 94 | 332 11 | 38 75 | 11, 523 97 | 9, 443 78 | 2, 080 19 | |
| Schuyler..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 140 65 | ..... | 140 65 | |
| Seneca..... | 140 50 | 128 25 | 12 25 | ..... | 985 71 | ..... | 985 71 | 68 65 | 1, 033 59 | 135 87 | 897 72 | |
| St. Lawrence..... | 3, 888 27 | 3, 540 24 | 348 03 | 45 42 | 4, 770 89 | 3, 808 53 | 962 36 | 219 61 | 5, 217 87 | 4, 261 92 | 955 95 | |
| Steuben..... | ..... | ..... | ..... | ..... | 473 48 | 10 79 | 462 69 | ..... | 354 07 | 2 40 | 351 67 | |
| Tioga..... | 119 64 | 46 44 | 73 20 | 1 44 | 102 48 | 32 12 | 70 36 | ..... | ..... | ..... | ..... |  |

XIII — (Continued).

| COUNTIES. | 1883. | | | | 1884. | | | | 1885. | | |
|------------------|--------------|-------------|-------------|---|--------------|-------------|-------------|---|--------------|--------------|-------------|
| | Returned. | Admitted. | Rejected. | Rejected taxes corrected and subsequently admitted. | Returned. | Admitted. | Rejected. | Rejected taxes corrected and subsequently admitted. | Returned. | Admitted. | Rejected. |
| Tompkins | \$139 04 | \$86 21 | \$52 83 | \$48 30 | \$308 70 | \$289 48 | \$19 22 | \$19 22 | \$195 36 | \$195 36 | ..... |
| Ulster ..... | ..... | ..... | ..... | ..... | 3,937 99 | 1,856 01 | 2,081 98 | 222 68 | 4,364 73 | 1,716 07 | \$2,648 66 |
| Warren | 4,845 25 | 2,919 87 | 1,925 38 | 136 82 | 4,101 84 | 2,900 07 | 1,201 77 | 128 71 | 5,250 43 | 2,762 23 | 2,488 20 |
| Washington | 165 17 | 68 37 | 96 80 | ..... | 231 86 | 57 96 | 173 90 | ..... | 130 10 | 34 29 | 95 81 |
| Wyoming | 32 70 | ..... | 32 70 | ..... | 11 67 | 11 67 | ..... | ..... | 65 10 | 58 74 | 6 36 |
| Yates ..... | ..... | ..... | ..... | ..... | 426 01 | ..... | 428 01 | ..... | ..... | ..... | ..... |
| | \$128,202 22 | \$86,324 13 | \$41,878 09 | \$3,510 90 | \$146,026 50 | \$90,958 98 | \$55,067 52 | \$5,800 04 | \$191,326 43 | \$119,486 16 | \$71,840 27 |

XIV.

SCHEDULE showing by towns and counties the average of State lands assessed in 1886, the assessed valuation thereof, the reported rate per cent of taxation on lands in said towns for 1885 and 1886, and the estimated tax on State lands for 1886.

| COUNTY. | Town. | Acreage assessed. | Assessed valuation. | Reported rate per cent of tax on \$100 valuation in 1886, including fees. | Reported rate per cent of tax on \$100 valuation in 1885, including fees. | Estimated tax for 1886. |
|----------|----------------------|-------------------|---------------------|---|---|-------------------------|
| Clinton | * † Beekmantown..... | ..... | ..... | ..... | ..... | ..... |
| | Black Brook..... | 6,341½ | \$4,560 | 2.94 | 2.625 | \$134 06 |
| | * Ellenburgh..... | 4,704 | 13,950 | 1.83½ | 2.1 | 256 33 |
| | * † Peru..... | ..... | ..... | ..... | ..... | ..... |
| | † Plattsburgh..... | ..... | ..... | ..... | ..... | ..... |
| | Elizabethtown..... | 3,805½ | 4,024 | 1.0892 | 1.101 | 43 83 |
| | Jay..... | 128 | 72 | 1.0282 | 1.144 | 74 |
| | Keene..... | 8,783½ | 7,800 | 2.247 | 3.066 | 175 27 |
| | Lewis..... | 652 | 1,664 | 1.284 | 1.417 | 21 37 |
| | Minerva..... | 38,633 | 25,208 | 1.743 | 2.362 | 439 38 |
| Essex | Moriah..... | 918½ | 835 | .721 | .735 | 6 02 |
| | Newcomb..... | 11,841 | 13,030 | 1.239 | 1.186 | 161 44 |
| | North Elba..... | 43,217½ | 32,132 | 2.458 | 1.869 | 789 80 |
| | North Hudson..... | 11,758½ | 3,062 | 3.556 | 3.213 | 108 88 |
| | Schroon..... | 7,919½ | 4,303 | 1.139 | 1.354 | 49 01 |
| | St. Armand..... | 17,544 | 23,298 | 1.022 | 2.331 | 238 11 |
| | Ticonderoga..... | 635½ | 462 | 1.188 | 1.060 | 5 49 |
| | Wilmington..... | 3,388 | 3,415 | 2.079 | 2.583 | 71 00 |
| | Bellmont..... | 6,772½ | 11,443 | .9555 | 1.050 | 109 34 |
| | Brandon..... | 28,552½ | 33,603 | .924 | .987 | 310 49 |
| Franklin | Brighton..... | 9,733 | 4,389 | 1.89 | 2.960 | 82 95 |

| | | | | | | |
|-------------------|---------------------|-------------------------------------|---------------------|--------|-------|----------|
| Fulton..... | Duane..... | 24,281 $\frac{1}{2}$ | 30,806 | 1.29 | 1.890 | 397 40 |
| | Franklin | 27,674 $\frac{1}{2}$ $\frac{1}{20}$ | 26,264 | 1.785 | 1.743 | 468 81 |
| | Harrietstown..... | 28,441 $\frac{1}{2}$ | 22,245 | .9765 | 1.207 | 217 22 |
| | Bleecker..... | 4,157 $\frac{1}{2}$ | 2,106 | 2.89 | 2.32 | 60 86 |
| | Caroga..... | 1,444 $\frac{1}{2}$ | 1,288 $\frac{1}{2}$ | 3.10 | 2.541 | 39 95 |
| | Mayfield..... | 3,471 | 3,520 | 1.06 | .85 | 37 31 |
| | Stratford..... | 4,978 $\frac{53}{150}$ | 3,554 | 2.31 | 2.278 | 82 10 |
| Hamilton..... | Arietta | 25,741 $\frac{1}{2}$ | 28,349 | 1.69 | 3.528 | 479 10 |
| | Benson | 25,300 | 53,665 | 1.785 | 1.659 | 957 92 |
| | Hope | 3,238 | 3,010 | 2.43 | 1.312 | 73 14 |
| | Indian Lake..... | 5,579 $\frac{1}{2}$ | 3,719 | 4.305 | 5.481 | 160 10 |
| | Lake Pleasant..... | 30,027 $\frac{3}{10}$ | 44,391 | 1.774 | 1.9 | 787 50 |
| | Long Lake..... | 60,382 | 48,687 | 2.52 | 4.683 | 1,226 91 |
| | Morehouse.... | 31,849 $\frac{63}{120}$ | 34,634 | 1.68 | 1.858 | 581 85 |
| Herkimer..... | Wells..... | 19,478 $\frac{19}{50}$ | 19,466 | 2.483 | 2.572 | 483 34 |
| | Ohio | 1,343 | 1,343 | 2.10 | 1.89 | 28 20 |
| | Salisbury | 3,733 $\frac{1}{10}$ | 3,790 | 1.496 | 1.354 | 56 70 |
| | Wilmurt..... | 12,305 $\frac{727}{300}$ | 6,203 | .695 | 1.785 | 43 11 |
| Lewis | * Diana..... | 1,623 | 1,600 | 2.6985 | 1.05 | 43 18 |
| | + Lymdsdale ..... | ..... | ..... | ..... | ..... | ..... |
| | Osceola..... | 949 | 1,160 | 2.10 | 1.711 | 24 36 |
| Saratoga..... | Corinth..... | 3,246 | 4,870 | 1.438 | 1.344 | 70 03 |
| | Day..... | 1,843 | 530 | 1.827 | 1.218 | 9 68 |
| | Edinburgh..... | 2,189 | 2,100 | 1.102 | .903 | 23 14 |
| St. Lawrence..... | + Clifton..... | ..... | ..... | ..... | ..... | ..... |
| | Colton. | 10,791 | 12,804 | .567 | 4.126 | 72 60 |
| | Fine..... | 4,275 | 1,375 | 1.025 | 4.780 | 14 09 |
| | Parishville..... | 730 | 770 | .7035 | .871 | 5 42 |
| Ulster..... | Denning..... | 19,164 $\frac{11}{20}$ | 11,194 | 4.532 | 5.628 | 507 31 |
| | Hardenburgh..... | 8,869 $\frac{1}{2}$ | 5,395 | 2.427 | 2.436 | 130 94 |
| | * + § Kingston..... | ..... | ..... | ..... | ..... | ..... |
| Warren..... | Bolton..... | 650 $\frac{7}{120}$ | 5,020 | .8662 | .735 | 43 48 |
| | + Chester..... | ..... | ..... | ..... | ..... | ..... |
| | Johnsburgh..... | 14,313 $\frac{1}{2}$ | 11,386 | 1.05 | 1.102 | 119 55 |

XIV. — (Continued).

| COUNTY. | Town. | Acreage assessed. | Assessed valuation. | Reported rate per cent of tax on \$100 valuation in 1886, including fees. | Reported rate per cent of tax on \$100 valuation in 1885, including fees. | Estimated tax for 1886. |
|-------------|-------------------|-------------------------------|-------------------------|---|---|-------------------------|
| Warren..... | Stony Creek | 1,867 $\frac{1}{2}$ | \$1,600 | 1.365 | .777 | \$21 84 |
| | Thurman | 5,421 $\frac{9}{10}$ | 12,317 | 1.942 | 1.575 | 239 20 |
| | | 594,687 $\frac{79081}{80400}$ | \$596,411 $\frac{3}{4}$ | ..... | .... | \$10,509 85 |

* Copy of assessment-roll sent only to Comptroller.
† Copy of only that part of assessment-roll relating to State lands sent.

‡ Copy of assessment-roll received October 4, 1886.

§ Assessment-roll made and verified by only one assessor.

SUMMARY BY COUNTIES.

| COUNTY. | Acreage assessed. | Assessed valuation. | Estimated tax for 1886. |
|-------------------|-------------------------------|-------------------------|-------------------------|
| Clinton | 11,045 $\frac{1}{2}$ | \$18,510 | \$390 39 |
| Essex..... | 149,224 $\frac{10081}{16080}$ | 119,305 | 2,110 34 |
| Franklin..... | 125,455 $\frac{23}{60}$ | 128,750 | 1,586 21 |
| Fulton..... | 14,051 $\frac{128}{150}$ | 10,468 $\frac{3}{4}$ | 220 22 |
| Hamilton | 201,595 $\frac{73}{600}$ | 235,921 | 4,749 86 |
| Herkimer | 17,381 $\frac{107}{300}$ | 11,336 | 128 01 |
| Lewis..... | 2,572 | 2,760 | 67 54 |
| Saratoga..... | 7,278 | 7,500 | 102 85 |
| St. Lawrence..... | 15,796 | 14,949 | 92 11 |
| Ulster | 28,034 $\frac{1}{20}$ | 16,589 | 638 25 |
| Warren..... | 22,253 $\frac{31}{120}$ | 30,323 | 424 07 |
| Total..... | 594,687 $\frac{79081}{80400}$ | \$596,411 $\frac{3}{4}$ | \$10,509 85 |

XV.

CORPORATION TAXES.

SCHEDULE OF MONEYS RECEIVED IN THE TREASURY DURING THE YEAR ENDING SEPTEMBER 30, 1886, FROM CORPORATIONS, ETC., FOR TAXES IMPOSED IN PURSUANCE OF CHAPTER 542, LAWS OF 1880, AND ITS AMENDMENTS, AND CHAPTER 477, LAWS OF 1881.

I.—INSURANCE COMPANIES.

| | TAX BASED ON | | Total. |
|---------------------------|--------------|----------|-----------|
| | Premiums. | Capital. | |
| Albany..... | \$262 20 | \$500 00 | \$762 20 |
| Atlantic Mutual..... | 15,468 84 | ..... | 15,468 84 |
| American Fire..... | 1,849 98 | 1,000 00 | 2,849 98 |
| American Exchange Fire | 44 00 | 500 00 | 544 00 |
| American Steam Boiler.. | 663 43 | 300 00 | 963 43 |
| Agricultural | 1,239 92 | 1,250 00 | 2,489 92 |
| Accident Ins. Co. of N. | | | |
| America | 638 39 | ..... | 638 39 |
| British & Foreign Marine | 640 63 | ..... | 640 63 |
| British America Assur.. | 365 97 | ..... | 365 97 |
| Broadway | 146 72 | 650 00 | 796 72 |
| Brooklyn Fire..... | 290 03 | 573 75 | 863 78 |
| Buffalo German..... | 601 57 | 750 00 | 1,351 57 |
| Citizens' | 933 63 | 750 00 | 1,683 63 |
| City Fire..... | ..... | 472 50 | 472 50 |
| City of London Fire.... | 645 75 | ..... | 645 75 |
| Clinton Fire..... | 371 22 | 625 00 | 996 22 |
| Commerce of Albany.... | 260 38 | 400 00 | 660 38 |
| Commercial Mutual..... | 744 54 | ..... | 744 54 |
| Commercial Union Assur. | 1,996 07 | ..... | 1,996 07 |
| Continental..... | 2,737 08 | 1,750 00 | 4,487 08 |
| Dutchess County Mutual | 708 91 | ..... | 708 91 |
| Eagle Fire Co..... | 484 45 | 1,125 00 | 1,609 45 |
| Exchange Fire..... | 257 03 | 350 02 | 607 05 |
| Empire City Fire..... | 204 35 | 300 00 | 504 35 |
| Erie County Mutual.... | 107 53 | ..... | 107 53 |
| Farragut Fire | 326 08 | 500 00 | 826 08 |
| Franklin & Emporium.. | 5 88 | 205 08 | 210 96 |
| Fidelity & Casualty Co. | 1,355 73 | 500 00 | 1,855 73 |
| Firemen's, New York... | 203 50 | 357 00 | 560 50 |
| Fire Ins. Association.... | 639 17 | ..... | 639 17 |
| German-American | 2,015 80 | 3,500 00 | 5,515 80 |
| Germania Fire..... | 1,535 62 | 2,500 00 | 4,035 62 |

INSURANCE COMPANIES—(Continued).

| | TAX BASED ON | | Total. |
|---|--------------|----------|----------|
| | Premiums. | Capital. | |
| General, of Dresden..... | \$271 78 | ..... | \$271 78 |
| Greenwich | 2,553 25 | \$500 00 | 3,053 25 |
| Great Western..... | 272 05 | 496 56 | 768 61 |
| Ger. Fire of Pittsburgh (tax of 1885)..... | 288 63 | ..... | 288 63 |
| Glens Falls..... | 840 00 | 750 00 | 1,590 00 |
| Glen Cove Mutual..... | 84 21 | ..... | 84 21 |
| Globe Fire..... | 391 39 | 500 00 | 891 39 |
| Guardian Fire..... | 142 00 | 300 00 | 442 00 |
| Guardian Assurance..... | 1,015 18 | ..... | 1,015 18 |
| Guarantee Co. of N. America | 550 04 | ..... | 550 04 |
| Havover Fire..... | 1,434 60 | 2,500 00 | 3,934 60 |
| Hamburg-Bremen..... | 870 14 | ..... | 870 14 |
| Hamilton Fire..... | 332 28 | 375 00 | 707 28 |
| Hartford Steam Boiler Insp. and Ins..... | 597 18 | ..... | 597 18 |
| Howard Fire..... | 443 82 | 600 00 | 1,043 82 |
| Home..... | 2,856 81 | 3,829 52 | 6,686 33 |
| Imperial Fire of London. | 1,344 20 | ..... | 1,344 20 |
| Jefferson..... | 201 82 | 650 03 | 851 85 |
| Kings County Fire..... | 96 46 | 750 00 | 846 46 |
| Knickerbocker Fire..... | 145 71 | 315 00 | 460 71 |
| La Fayette Fire..... | 266 79 | 300 00 | 566 79 |
| Lancashire..... | 1,473 20 | ..... | 1,473 20 |
| Liv. & Lon. & Globe.... | 4,329 83 | ..... | 4,329 83 |
| London Assur. Corp'n... | 688 97 | ..... | 688 97 |
| London & Lancashire... | 1,183 56 | ..... | 1,183 56 |
| Lloyd's Plate Glass..... | 738 80 | 250 00 | 988 80 |
| Long Island..... | 413 37 | 750 00 | 1,163 37 |
| Manuf. & Builders' Fire. | 7 36 | 300 00 | 307 36 |
| Marine, of London (2 yrs.) | 427 12 | ..... | 427 12 |
| Mechanics' Fire..... | 726 40 | 375 00 | 1,101 40 |
| Merchants, New York... | 480 15 | 450 00 | 930 15 |
| Merchants, Providence (refunded)..... | 78 45 | ..... | 78 45 |
| Mercantile Fire..... | 111 73 | 300 00 | 411 73 |
| Metropolitan Plate Glass. | 489 97 | 250 00 | 739 97 |
| Montauk Fire..... | 428 72 | 500 00 | 928 72 |
| Mutual, of Albany..... | 54 97 | ..... | 54 97 |
| Mutual, of New York... | 778 46 | ..... | 778 46 |
| Nassau Fire..... | 235 51 | 500 00 | 735 51 |
| National..... | 379 81 | 400 00 | 779 81 |
| New York Bowery Fire.. | 946 21 | 900 00 | 1,846 21 |
| New York Fire..... | 96 02 | 210 00 | 306 02 |

INSURANCE COMPANIES — (*Continued*).

| | TAX BASED ON | | Total. |
|---|--------------|-------------|--------------|
| | Premiums. | Capital. | |
| New York Equitable.... | \$142 12 | \$630 00 | \$772 12 |
| New York Mutual..... | 865 23 | ..... | 865 23 |
| Neptune Fire & Marine (tax of 1885)..... | 85 03 | ..... | 85 03 |
| Niagara Fire..... | 1,409 55 | 1,250 00 | 2,659 55 |
| Norwich (England) Fire. | 730 36 | ..... | 730 36 |
| Northern Assurance | 844 19 | ..... | 844 19 |
| North River ..... | ..... | 525 00 | 525 00 |
| N. British and Mercantile | 1,624 54 | ..... | 1,624 54 |
| Orient Mutual | 904 75 | ..... | 904 75 |
| Park Fire | 234 32 | 500 00 | 734 32 |
| Pacific Fire..... | 544 09 | 600 00 | 1,144 09 |
| Peter Cooper Fire..... | 105 97 | 450 00 | 555 97 |
| Phoenix, Brooklyn | 4,790 26 | 2,500 00 | 7,290 26 |
| Phoenix As'ance, London | 1,265 57 | ..... | 1,265 57 |
| Peoples' Fire | 289 99 | 500 00 | 789 99 |
| Queen..... | 922 25 | ..... | 922 25 |
| Royal | 1,932 95 | ..... | 1,932 95 |
| Rochester German..... | 537 93 | 400 00 | 937 93 |
| Rutger's Fire ..... | ..... | 500 00 | 500 00 |
| Standard Fire..... | 222 73 | 350 00 | 572 73 |
| Star Fire..... | 455 34 | 412 50 | 867 84 |
| Sea | 536 28 | ..... | 536 28 |
| Sterling Fire..... | 271 50 | 247 50 | 519 00 |
| Switzerland Marine..... | 904 99 | ..... | 904 99 |
| Stuyvesant | 210 70 | 450 00 | 660 70 |
| Sun Mutual..... | 110 03 | 394 21 | 504 24 |
| Sun Fire Office..... | 1,280 98 | ..... | 1,280 98 |
| Suffolk Co. Mutual..... | 29 92 | ..... | 29 92 |
| Transatlantic Fire | 205 00 | ..... | 205 00 |
| Thames and Mersey Marine | 487 66 | ..... | 487 66 |
| Union Fire, Buffalo..... | 100 18 | 150 00 | 250 18 |
| Union Marine..... | 816 02 | ..... | 816 02 |
| United States Fire..... | 289 45 | 625 00 | 914 45 |
| Universal Marine..... | 152 74 | ..... | 152 74 |
| Westchester Fire..... | 1,041 40 | 750 00 | 1,791 40 |
| Western As'ance, Toronto | 565 59 | ..... | 565 59 |
| Williamsburgh City Fire | 1,322 23 | 1,250 00 | 2,572 23 |
| Totals, Class I | \$93,043 19 | \$48,393 67 | \$141,436 86 |

II.—TRANSPORTATION COMPANIES.

Companies marked * are leased lines, the taxes on earnings being paid by lessee.

| | TAX BASED ON | | Total. |
|--|--------------|----------|------------|
| | Earnings. | Capital. | |
| Albany Railway..... | \$722 19 | \$300 00 | \$1,022 19 |
| * Albany & Susq. R. R.. | ..... | 4,083 34 | 4,083 34 |
| Albany & Troy Steam'b't. | 216 48 | 120 00 | 336 48 |
| Adams Express (2 yrs).. | 193 22 | ..... | 193 22 |
| Atlantic Avenue R. R.. | 1,917 37 | 1,400 00 | 3,317 37 |
| Amsterdam Street R. R.. | 27 18 | 11 25 | 38 43 |
| American Express..... | 5,606 29 | ..... | 5,606 29 |
| Adirondack R. R..... | 579 22 | 390 00 | 969 22 |
| Adirondack, N. Y. & N. E. Express..... | 78 17 | 52 50 | 130 67 |
| Addison & No. Pa. R. R. | 87 48 | 37 50 | 124 98 |
| Astoria Ferry..... | 293 05 | ..... | 293 05 |
| * Avon, Gen. & Mt. Mor- ris Railroad..... | ..... | 253 12 | 253 12 |
| Bath and Ham. R. R.... | 160 67 | ..... | 160 67 |
| Brad., Ed. & Cuba R. R. | 67 43 | ..... | 67 43 |
| Babylon R. R..... | 10 47 | ..... | 10 47 |
| Bing. & P. Dick. R. R.. | 16 50 | 108 19 | 124 69 |
| Bleecker Street & Fulton Ferry R. R..... | 67 50 | 216 00 | 283 50 |
| Bing. Central R. R..... | 6 76 | 13 12 | 19 88 |
| Boston & Albany R. R.. | 4,844 54 | 7,513 60 | 12,358 14 |
| Bost., H. T. & W. R. R.. | 2,359 31 | ..... | 2,359 31 |
| B'way R. R. of B'klyn.. | 2,045 78 | 1,225 00 | 3,270 78 |
| B'way & 7th Ave. R. R., | 8,090 06 | 4,200 00 | 12,290 06 |
| Brooklyn City R. R.... | 11,302 52 | 7,000 00 | 18,302 52 |
| B'k'lyn City & N. R. R. | 1,320 80 | 450 00 | 1,770 80 |
| Brooklyn Elevated R. R. | 2,377 03 | ..... | 2,377 03 |
| Brooklyn, F. & C. I. R. R. | 764 68 | ..... | 764 68 |
| Brooklyn Crosst'n R. R. | 1,431 16 | 500 00 | 1,931 16 |
| * Brooklyn & Mont. R. R. | ..... | 1,162 50 | 1,162 50 |
| Brooklyn, & R. B. R. R. | 182 09 | 4 43 | 186 52 |
| Brooklyn, Bushwick & Queens Co. R. R..... | 280 54 | 1 50 | 282 04 |
| Brooklyn & N. Y. Ferry. | 2,072 60 | ..... | 2,072 60 |
| Buffalo Creek R. R.... | 650 62 | 375 00 | 1,025 62 |
| Buff. Creek Transf. R. R. | 9 53 | 7 50 | 17 03 |
| Buffalo, East Side R. R.. | 852 56 | ..... | 852 56 |
| Buffalo Street R. R.... | 1,626 52 | ..... | 1,626 52 |
| * Buff., N. Y. & Erie R. R. | ..... | 1,662 50 | 1,662 50 |
| Buff., N. Y. & Phila. R. R. | 3,019 26 | 1,170 70 | 4,189 96 |
| Buffalo Herdic Phaeton.. | ..... | 30 00 | 30 00 |
| Buff. & Gr. Island Ferry. | 22 19 | ..... | 22 19 |
| * Buffalo & So. West. R. R. | ..... | 707 75 | 707 75 |

TRANSPORTATION COMPANIES — (Continued).

| | TAX BASED ON | | Total. |
|--------------------------------|--------------|------------|------------|
| | Earnings. | Capital. | |
| Bushwick R. R..... | \$1,953 92 | \$1,000 00 | \$2,953 92 |
| Can. Lake Steam Nav... | 48 06 | 90 00 | 138 06 |
| Catskill Ferry | 30 96 | ..... | 30 96 |
| Catskill & Albany S'boat ..... | ..... | 36 00 | 36 00 |
| *Chateaugay R. R..... | ..... | 112 50 | 112 50 |
| Cats. & Hud. Steam Fer. | 31 22 | 30 00 | 61 22 |
| Chautauqua Steamboat... | 210 92 | 53 | 211 45 |
| Canal & Lake Steamboat. | 296 14 | 30 00 | 326 14 |
| Catskill Mountain Ry... | 177 35 | 1 34 | 178 69 |
| *Cairo R. R..... | ..... | 26 87 | 26 87 |
| Chemung R. R..... | 632 94 | 570 00 | 1,202 94 |
| Cheney's Towing line... | ..... | 300 00 | 300 00 |
| Central Crosstown R. R. | 1,007 81 | 1,050 00 | 2,057 81 |
| Central City Railway... | 141 85 | 100 00 | 241 85 |
| Cen. P., N. & E. Riv. R.R. | 2,718 15 | 3,600 00 | 6,318 15 |
| Central Tunnel Railway. | ..... | 15 00 | 15 00 |
| Citizens' Steamboat..... | 186 20 | ..... | 186 20 |
| City Ry., Binghamton .. | 27 34 | 8 10 | 35 44 |
| City R. R., Poughkeepsie. | 180 02 | ..... | 180 02 |
| Chris. & Tenth St. R. R.. | 1,131 46 | 975 00 | 2,106 46 |
| Conesus Lake R. R..... | 20 40 | 12 56 | 32 96 |
| Conesus Lake Transpor'n. | 10 81 | 4 06 | 14 87 |
| Crooked Lake Nav..... | 39 56 | 18 00 | 57 56 |
| Cort. & Homer Horse R.R. | 35 08 | 59 40 | 94 48 |
| Cooperstown & Susque- | | | |
| hanna Valley R. R.... | 209 04 | 23 13 | 232 17 |
| Corn., C. & Antrim R. R. | 1,243 08 | 1,650 00 | 2,893 08 |
| Cornell Steamboat..... | 2,096 33 | 1,250 00 | 3,346 33 |
| Coney I. & Brook. R. R. | 1,062 45 | 435 00 | 1,497 45 |
| Clove Branch R. R..... | 51 36 | 36 00 | 87 36 |
| Commercial Navigation . | ..... | 7 50 | 7 50 |
| Coney I. & Rock'y R. R.. | ..... | 40 50 | 40 50 |
| Connecti'g Terminal R. R. | ..... | 30 00 | 30 00 |
| Del. and Hud. Canal.... | 18,516 16 | 19,828 12 | 38,344 28 |
| Del., Lack. & W. R. R. . | 5,991 86 | ..... | 5,991 86 |
| DeBary Baya Merch. L.. | 68 73 | 85 00 | 153 73 |
| D., L. & W. Express.... | 441 57 | ..... | 441 57 |
| Dunk., All. Vall. & P. | | | |
| R. R..... | 522 16 | 4 55 | 526 71 |
| Dunk. & Fredonia R. R.. | 46 57 | 105 30 | 151 87 |
| Dry Dock, E. B'way and | | | |
| Bat. R. R..... | 4,306 66 | 2,850 00 | 7,156 66 |
| East River Ferry..... | 1,074 72 | 562 50 | 1,637 22 |
| Eastern Transp. Line.... | 408 83 | 131 25 | 540 08 |
| East Gen. & Frank. St. | | | |
| R. R..... | 41 49 | ..... | 41 49 |

TRANSPORTATION COMPANIES—(Continued).

| | TAX BASED ON | | Total. |
|-----------------------------|--------------|----------|----------|
| | Premiums. | Capital. | |
| Easton & McMa. Tr. L.. | ..... | \$9 80 | \$9 80 |
| Enterprise Transit..... | ..... | 292 50 | 292 50 |
| Eighth Ave. R. R | \$1,482 77 | 2,500 00 | 3,982 77 |
| Erie Boatman's Trans... | ..... | 7 08 | 7 08 |
| * Elmira State Line R. R. | ..... | 51 08 | 51 08 |
| El., Jeff. & Canandai. | | | |
| R. R..... | 1,421 68 | 750 00 | 2,171 68 |
| El. & Williamsp't R. R.. | 320 09 | 129 14 | 449 23 |
| El. & Horseheads R'y.. | ..... | 3 75 | 3 75 |
| El., Cort. & Nor. R. R. | | | |
| (2 yrs.)..... | 1,923 34 | ..... | 1,923 34 |
| Frank. & Ilion H. R. R.. | 44 13 | 21 41 | 65 54 |
| Fifth Ward (Syracuse) | | | |
| R. R..... | 135 03 | 29 91 | 164 94 |
| Fonda, J. & Glov. R. R.. | 826 25 | 712 50 | 1,538 75 |
| Forty-second Street & | | | |
| Grand St. Ferry R. R. | 767 19 | 2,992 00 | 3,759 19 |
| Garrisons & W. Point | | | |
| Ferry..... | 32 77 | 9 38 | 42 15 |
| Grand St. & Newtown | | | |
| R. R..... | 715 62 | 243 25 | 957 87 |
| Grand St., P. Park & | | | |
| Flat. R. R..... | 623 77 | ..... | 623 77 |
| Genesee & Water St. | | | |
| R. R. (2 yrs.) | 225 07 | 135 00 | 360 07 |
| Greenw'h & Johns'ville | | | |
| R. R..... | 197 69 | 191 75 | 389 44 |
| Greenpoint Ferry..... | 820 41 | 216 00 | 1,036 41 |
| Greenport & Shel. Isl. F. | 25 61 | 8 10 | 33 71 |
| Geneva, Ith. & Sayre | | | |
| R. R..... | 1,992 14 | 154 78 | 2,146 92 |
| *Geneva & Lyons R. R.. | ..... | 23 | 23 |
| Glens Falls Transportat'n | 54 62 | 55 50 | 110 12 |
| *Greenp'nt & Lor. st. R. R. | ..... | 36 00 | 36 00 |
| Glens Falls, Sandy H. & | | | |
| F. Edward St. Ry..... | 68 96 | ..... | 68 96 |
| *Goshen & Deckertown | | | |
| R. R..... | ..... | 72 00 | 72 00 |
| Hart. & Ct. West. R. R. | 631 37 | 74 11 | 705 48 |
| Haverstraw Barge (4 yrs) | ..... | 30 00 | 30 00 |
| *Har. Riv. & P. Ches. R. R. | ..... | 63 24 | 63 24 |
| Har. Br., Mor. & Fordh. | | | |
| R'y..... | 974 91 | 625 00 | 1,599 91 |
| Herkim'r & Mohawk St. | | | |
| R. R..... | 21 09 | 25 50 | 46 59 |

TRANSPORTATION COMPANIES—(Continued).

| | TAX BASED ON | | Total. |
|---|--------------|-----------|-----------|
| | Earnings. | Capital. | |
| Herk., New. & Po. N. G. R. R..... | \$196 89 | \$165 55 | \$362 44 |
| Herdie Coach (Albany). | 13 10 | 1 50 | 14 60 |
| Hous., W. St. & Pav. Ferry R. R.... | 1,148 71 | 500 00 | 1,648 71 |
| Homer Ramsdell Trans.. | 303 75 | 150 00 | 453 75 |
| Hobart Branch R. R.... | ..... | 30 00 | 30 00 |
| Hud. R. Line (Day Boats) | 577 55 | 187 50 | 765 05 |
| Huntingt'n, Nor. & B'port Steam Ferry..... | 25 13 | 9 00 | 34 13 |
| Island R. R..... | 268 12 | 30 00 | 298 12 |
| Iron Steamboat..... | 720 34 | 390 00 | 1,110 34 |
| Jamestown St. R'y..... | 23 60 | 80 00 | 103 60 |
| Jerome Park Railway... | 82 80 | ..... | 82 80 |
| Johns., Glov. & Kings- boro R. R..... | 180 04 | 243 60 | 431 64 |
| Kaaterskill R. R..... | 61 27 | 30 00 | 91 27 |
| Keuka Navigation..... | 31 11 | 7 50 | 38 61 |
| Kingston City R. R.... | 129 45 | 125 00 | 254 45 |
| Knickerbocker Steambo't | 383 24 | ..... | 383 24 |
| *Lansing. & Cohoes R.R. | ..... | 26 25 | 26 25 |
| L.Champ. & Moriah R.R. | 23 20 | 850 00 | 873 20 |
| Lack. & Pitts. R. R.... | 955 21 | ..... | 955 21 |
| Lake S. & Mich. So. R.R. | 2,236 60 | 2,704 09 | 4,940 69 |
| Lake George Steamboat. | 206 82 | 37 50 | 244 32 |
| Lake Champ. Towing... | 108 58 | 75 00 | 183 58 |
| Lehigh & Hudson River. | 352 07 | 72 05 | 424 12 |
| Lebanon Springs R. R... | 488 52 | ..... | 488 52 |
| Lehigh Valley R. R.... | 424 83 | 603 60 | 1,028 43 |
| Lehigh V. Trans. (2 yrs.) | ..... | 1,200 00 | 1,200 00 |
| Live Stock Association.. | 618 01 | 1,400 00 | 2,018 01 |
| Long Island R. R..... | 14,641 60 | 10,500 00 | 25,141 60 |
| *L. I. C. & Flushing R.R. | ..... | 131 25 | 131 25 |
| Marine Railway (2 yrs.). | 296 81 | ..... | 296 81 |
| Mann's Boudoir Car.... | 13 19 | ..... | 13 19 |
| *Mahopac Falls R. R.... | ..... | 75 00 | 75 00 |
| Manhattan Railway..... | 28,148 66 | 39,000 00 | 67,148 66 |
| Manhattan Trans..... | ..... | 39 38 | 39 38 |
| *Midd. & Craw. R. R... | ..... | 82 48 | 82 48 |
| Midd. & Scho. R. R.... | 45 43 | ..... | 45 43 |
| Midd. Un. & W. Gap. R.R. | 393 01 | 44 96 | 437 97 |
| *Montgom. & Erie R. R.. | ..... | 375 00 | 375 00 |
| Mohawk & Il. Horse R.R. | 18 82 | 45 00 | 63 82 |
| Nassau Ferry..... | 471 75 | 375 00 | 846 75 |
| National Express..... | 1,854 93 | ..... | 1,854 93 |

TRANSPORTATION COMPANIES — (*Continued*).

| | TAX BASED ON | | Total. |
|--|--------------|-------------|-------------|
| | Capital. | Earnings. | |
| National Transit..... | \$16,724 45 | \$24,965 19 | \$41,689 64 |
| Newburgh Marine Ry... | 6 50 | 32 50 | 39 00 |
| Newburgh, D. & Ct. R.R. | 714 31 | ..... | 714 31 |
| New Bright. & On. Vall. R. R..... | 19 96 | 1 20 | 21 16 |
| N. J. Steamb. ("People's Line")..... | 1,430 45 | 900 00 | 2,330 45 |
| New. Will. & Flat. R. R. | 1,121 38 | 180 00 | 1,301 38 |
| *N. Y., Bay R. & Jam. R. R. (4 yrs.)..... | ..... | 2,132 87 | 2,132 87 |
| N. Y., Brook. & Man. B. Railway..... | ..... | 731 25 | 731 25 |
| N. Y. Cent. Sleeping Car | 2,264 79 | 4,650 00 | 6,914 79 |
| N. Y. C. & H. R. R. R.. | 121,431 82 | 69,423 49 | 190,855 31 |
| N. Y., Chi. & St. L. Ry.. | 2,230 11 | 903 97 | 3,134 08 |
| N. Y., Cats. & Athens Steamboat | 402 09 | 165 00 | 567 09 |
| N. Y. Cab..... | ..... | 375 00 | 375 00 |
| N. Y. Ferry..... | 1,524 18 | 4,250 00 | 5,774 18 |
| *N. Y., Lack. & W. R. R. | ..... | 2,333 14 | 2,333 14 |
| N. Y., L. E. & W. R. R. | ..... | 16,281 86 | 16,281 86 |
| N. Y. Light. & Trans... | ..... | 22 50 | 22 50 |
| N. Y., N. H. & Hart. R. R. | ..... | 3,869 49 | 3,869 49 |
| N. Y., Ont. & W. R. R.. | 8,428 14 | 22,150 33 | 30,578 47 |
| N. Y. Transfer..... | 877 43 | 270 00 | 1,147 43 |
| N. Y., W. Shore & Buf- falo R. R. (1885 tax) .. | 16,847 60 | 1,126 92 | 17,974 52 |
| N. Y., Wood & R. R. R. | 597 90 | ..... | 597 90 |
| N. Y. & Bos. Disp. Ex.. | ..... | 9 00 | 9 00 |
| N. Y. & Char. Steamship. | ..... | 112 50 | 112 50 |
| *N. Y. & Coney I. R. R. | ..... | 250 00 | 250 00 |
| N. Y. & Hud. Steamb't. | 65 50 | 112 50 | 178 00 |
| N. Y. & H. (horse) R. R. | 4,612 17 | ..... | 4,612 17 |
| *N. Y. & H. (st'm) R. R. | ..... | 13,534 86 | 13,534 86 |
| N. Y. & L. Ch. Tow.... | 766 70 | 112 50 | 879 20 |
| *N. Y. & Manh. B. R. R. | ..... | 525 00 | 525 00 |
| N. Y. & N. J. Tun. R'y.. | ..... | 3 00 | 3 00 |
| N. Y. & N. Eng. R. R.. | 1,570 27 | 343 05 | 1,913 32 |
| N. Y. & Phila. Coal & Stone Trans..... | 37 80 | 13 50 | 51 30 |
| N. Y. & Sea B. R. R... | 516 05 | 180 00 | 696 05 |
| N. Y. & Saug. Trans... | 227 62 | 18 00 | 245 62 |
| N. Y. & Stat. I. St'mb't. | 195 29 | ..... | 195 29 |
| Ninth Avenue R. R.... | 1,123 92 | 1,142 70 | 2,266 62 |
| *Niag. Br. & Can. R. R. | ..... | 1,500 00 | 1,500 00 |

TRANSPORTATION COMPANIES — (Continued).

| | TAX BASED ON | | Total. |
|---|--------------|----------|-----------|
| | Earnings. | Capital. | |
| *Niag. Falls Br'ch R. R. | | \$375 00 | \$375 00 |
| Niag. F. & Sus. B. R'y.. | \$97 69 | 127 81 | 225 50 |
| Niag. River Int. Ferry.. | ..... | 8 77 | 8 77 |
| No. R. R. of N. Jersey.. | 119 57 | 33 90 | 153 47 |
| No. Boatmen's Trans.... | ..... | 3 02 | 3 02 |
| *Nyack & No. R. R.... | ..... | 1 12 | 1 12 |
| Ogdens. Coal & Towing. | 32 21 | 75 00 | 107 21 |
| Ogdens. & L. C. R. R.... | 2,690 21 | 323 08 | 3,013 29 |
| *Olean, B. & W. R.R.... | ..... | 2 25 | 2 25 |
| Olean Street Railway... | 34 11 | 15 00 | 49 11 |
| Owego St. Nav. (2 yrs).. | ..... | 7 50 | 7 50 |
| Pavonia Ferry..... | 638 65 | ..... | 638 65 |
| *Park Ave. R.R. (Bing.). | ..... | 7 88 | 7 88 |
| Pennsylvania Coal..... | ..... | 2,330 82 | 2,330 82 |
| People's Ferry..... | 641 55 | 75 00 | 716 55 |
| People's Line (See N. J. Steamboat) ..... | ..... | ..... | ..... |
| *Perry Railroad..... | ..... | 90 | 90 |
| Port J. & Mont. R. R.... | 152 79 | ..... | 152 79 |
| Prospect Park & Coney Island R. R..... | 1,014 97 | 150 00 | 1,164 97 |
| Port Chester Trans.... | 106 95 | 64 00 | 170 95 |
| Poughkeepsie Trans .. | 206 08 | 150 00 | 356 08 |
| Port Henry Towing | 86 14 | 45 00 | 131 14 |
| Poughkeepsie and High. Ferry (6 yrs.)..... | 532 58 | 225 00 | 757 58 |
| Pullman's Pal. Car (2 yrs) | 927 11 | ..... | 927 11 |
| Reed and Powell Trans. | 209 38 | 112 50 | 321 88 |
| Rhinebeck & King. Ferry | 77 20 | 160 00 | 237 20 |
| Richmond Co. R. R.... | 29 61 | 45 00 | 74 61 |
| Rome, W. & Ogdens. R.R. | 10,203 25 | 889 30 | 11,092 55 |
| *Rome and Clinton R. R. .... | ..... | 589 89 | 589 89 |
| Rochester & Pitts'g R.R. | ..... | 643 50 | 643 50 |
| Roch. City & Bri. R. R. | 1,813 25 | 500 00 | 2,313 25 |
| *Roch. & Gen. Val. R. R. | ..... | 832 80 | 832 80 |
| Roch. & Lake Ont. Ry.. | 78 89 | 195 00 | 273 89 |
| Roch. Baggage & Trans. | 116 55 | 112 50 | 229 05 |
| Roch. & Ont. Belt Ry .. | 21 86 | ..... | 21 86 |
| Romer & Tremper S'boat. | 547 51 | 300 00 | 847 51 |
| *Saratoga & Schenec. R.R | ..... | 525 00 | 525 00 |
| Saratoga, Mt. McGregor & L. George R. R.... | 86 76 | ..... | 86 76 |
| Staten Island Ry..... | ..... | 1,400 00 | 1,400 00 |
| Staten Isl. Rap. Transit. | 3,516 41 | 477 75 | 3,994 16 |
| Skaneateles R. R..... | 122 15 | 40 85 | 163 00 |
| Second Avenue R. R.... | 5,306 54 | 4,655 00 | 9,961 54 |

TRANSPORTATION COMPANIES—(Continued).

| | TAX BASED ON | | Total. |
|--|--------------|----------|-----------|
| | Premiums. | Capital. | |
| Seneca Lake Steam Nav. | \$102 09 | \$37 50 | \$139 59 |
| Sterling Mountain Ry... | 121 69 | ..... | 121 69 |
| Stein. & Hunt. Pt. R. R. | 346 69 | 75 00 | 421 69 |
| Sea View Railway..... | 4 33 | ..... | 4 33 |
| Silver Lake Railway.... | 98 61 | 72 05 | 170 66 |
| Stillwater & Mech. St. Ry | 25 92 | 11 25 | 37 17 |
| Southfield Branch R. R.. | 19 | ..... | 19 |
| Schoharie Valley R. R.. | 58 62 | 45 00 | 103 62 |
| Southern Central R. R.. | 2,467 40 | ..... | 2,467 40 |
| South Brook. Cent. R. R. | 510 51 | 109 37 | 619 88 |
| Stoney Clove & Catskill Mt. R. R..... | 222 87 | 112 50 | 335 37 |
| Sodus Bay & So. R. R... | 350 81 | 150 00 | 500 81 |
| South Ferry R. R..... | 71 74 | 22 50 | 94 24 |
| Schuy. Steam T. Boat... | 747 75 | 150 00 | 897 75 |
| *Spuy. D. & P. Mor. R.R. | ..... | 1,318 67 | 1,318 67 |
| Suburban Rapid Trans.. | 12 51 | 887 34 | 899 85 |
| Syra., G. & Corning R.R. | 3,196 85 | 2,400 00 | 5,596 85 |
| Syra., Bing. & N.Y. R. R. | 3,622 55 | 2,497 50 | 6,120 05 |
| Syra. & Onondaga R. R.. | 301 26 | 113 75 | 415 01 |
| Syra., Ont. & N. Y. R. R. | 828 55 | 6 69 | 835 24 |
| Syracuse Cartage..... | ..... | 5 62 | 5 62 |
| Syracuse Omnibus..... | 30 87 | ..... | 30 87 |
| Tehuantepec Inter-Ocean R'y..... | ..... | 2 25 | 2 25 |
| Twenty-third Street R'y. | 1,646 26 | 1,200 00 | 2,846 26 |
| Third Avenue R. R..... | 4,148 57 | 9,000 00 | 13,148 57 |
| Tide Water Pipe Line... | 603 17 | 195 62 | 798 79 |
| Troy & Albia Horse R. R. | 134 32 | 16 76 | 151 08 |
| Troy & Boston R. R..... | 1,866 21 | ..... | 1,866 21 |
| *Troy & Cohoes R. R... | ..... | 87 50 | 87 50 |
| *Troy & Benningt'n R.R. | ..... | 226 20 | 226 20 |
| *Troy & Greenbush R.R. | ..... | 480 20 | 480 20 |
| Troy & Lansinburg R.R. | 1,504 28 | 625 00 | 2,129 28 |
| Thousand Isl. Steamboat. | 104 60 | 60 00 | 164 60 |
| Ulster & Delaware R. R. | 3,276 22 | 43 20 | 3,319 42 |
| Utica & Black Riv. R. R. | 3,162 23 | 3,070 50 | 6,232 73 |
| *Utica, Clinton & Bing. (Steam) R. R..... | ..... | 57 33 | 57 33 |
| Utica, Clinton & Bing. (Street) R. R..... | 212 06 | ..... | 212 06 |
| Utica & Mowhawk R. R. | 4 46 | 12 02 | 16 48 |
| Union Ferry..... | 4,015 45 | 2,500 00 | 6,515 45 |
| Union Steamboat (2 yrs.) | ..... | 2,287 50 | 2,287 50 |
| Union Terminal R. R... | ..... | 453 75 | 453 75 |

TRANSPORTATION COMPANIES — (*Continued*).

| | TAX BASED ON | | Total. |
|--------------------------------|--------------|--------------|--------------|
| | Premiums. | Capital. | |
| United States Express... | \$911 65 | ..... | \$911 65 |
| Van B. St. & E. Basin R. R. | 194 81 | \$1 13 | 195 94 |
| Wallkill Valley R. R. | 472 54 | 49 50 | 522 04 |
| Wash. St. & S. Asy. R. R. | 47 48 | 18 75 | 66 23 |
| Waterv. Turn. & R. R. .. | 389 85 | 90 00 | 479 85 |
| Wav. & State Line R. R. .... | ..... | 15 00 | 15 00 |
| *W'ford & Coh's R. R. .... | ..... | 33 75 | 33 75 |
| Western Transportation. .... | ..... | 1,000 00 | 1,000 00 |
| Western Transit (2 yrs.). .... | ..... | 30 00 | 30 00 |
| Totals, Class II. | \$415,981 19 | \$354,789 89 | \$770,771 08 |

III. TELEGRAPH AND TELEPHONE COMPANIES.

| | TAX BASED ON | | Total. |
|-------------------------------|--------------|-----------|-----------|
| | Earnings. | Capital. | |
| Am. Dist. Tel., Brooklyn | \$293 48 | \$90 00 | \$383 48 |
| Am. Dist. Tel., Elmira.. | 8 40 | 60 | 9 00 |
| Am. Dist. Tel., N. Y. | 24 45 | 1,260 00 | 1,284 45 |
| Am. Dist. Tel., Syracuse | 115 15 | 30 00 | 145 15 |
| Am. Dist. Tel., Troy. | 29 56 | 20 00 | 49 56 |
| Andes & Delhi Tel. | 2 59 | 6 25 | 8 84 |
| Argyle & F't Edw'd Tel. | 85 | 1 80 | 2 65 |
| Baxt'r O'land Tel. & Tel. | | 4 80 | 4 80 |
| Baltimore & Ohio Tel. .. | 182 18 | 30 00 | 212 18 |
| Bell Telephone, Buffalo.. | 1,038 68 | 1,400 15 | 2,438 83 |
| Brooklyn Dist. Tel. | 2 66 | 40 35 | 43 01 |
| Crandall Telephone. | 54 | 2 25 | 2 79 |
| Central & S. Amer. Tel. | | 38 50 | 38 50 |
| Cent. N. Y. Tel. & Tel. .. | 506 58 | 562 50 | 1,069 08 |
| Com'l Telephone, Troy.. | 159 78 | 500 00 | 659 78 |
| Commercial Telegram.. | 204 73 | 216 00 | 420 78 |
| Delhi & Stamf'd Tel. .. | 38 | 90 | 1 28 |
| Eastern Union Tel. | 2 25 | 5 23 | 7 48 |
| Empire State Tel. & Tel. | 270 19 | 188 50 | 458 69 |
| Gamew'll Fire Alarm Tel. .... | ..... | 112 50 | 112 50 |
| Great N. Western Tel. .. | 234 17 | 985 75 | 1,219 92 |
| Greenpoint Dist. Tel. .... | ..... | 7 50 | 7 50 |
| Gold & Stock Tel. | 981 15 | 12,427 15 | 13,408 30 |
| Holmes Burg. Alarm Tel. .... | ..... | 9 00 | 9 00 |
| Hudson River Telephone! | 924 79 | 636 00 | 1,560 79 |

TELEGRAPH AND TELEPHONE COMPANIES -- (*Continued*).

| | TAX BASED ON | | Total. |
|---------------------------------|--------------|--------------|--------------|
| | Earnings. | Capital. | |
| Lex., W. & Shand'n Tel. | \$0 86 | \$1 35 | \$2 21 |
| Manhattan Dist. Tel.... | 575 05 | 37 50 | 612 55 |
| Metropolit'n Tel. & Tel.. | 4,125 26 | 3,116 47 | 7,241 73 |
| Mexican Tel..... | ..... | 42 02 | 42 02 |
| Mutual Dist. Tel..... | 277 94 | 140 40 | 418 34 |
| National Tel..... | 231 68 | 82 50 | 314 18 |
| New Eng. Tel. & Teleph. | 1 72 | 1 05 | 2 77 |
| Newburgh Dist. Tel..... | 4 43 | 13 50 | 17 93 |
| N. Y. & Coney I. Ob. & Sig..... | ..... | 45 00 | 45 00 |
| N. Y. & N. J. Teleph... | 1,009 35 | 498 60 | 1,507 95 |
| N. Y. & Pa. Tel. & Teleph. | 318 20 | 250 50 | 568 70 |
| N. Y. & Vt. Tel. & Teleph. | 18 07 | ..... | 18 07 |
| *N. Y. Mutual Tel..... | ..... | 207 00 | 207 00 |
| N. Y. & N. Eng. Teleph.. | 26 50 | 2 25 | 28 75 |
| Nor. N. Y. Tel. & Teleph. | 129 95 | 28 22 | 158 17 |
| Pros. Park & C. I. Tel... | ..... | 8 75 | 8 75 |
| Po'keepsie Dist. Tel..... | 6 29 | ..... | 6 29 |
| *San. H., Quar. & C. I. Tel | ..... | 44 21 | 44 21 |
| Staten Island Telephone. | 56 31 | 121 50 | 177 81 |
| Southern Bell Tel. & Tel. | ..... | 88 | 88 |
| Union Tel. & Tel..... | 114 54 | 30 00 | 144 54 |
| United Lines Tel..... | 4 45 | ..... | 4 45 |
| Western Union Tel..... | 9,543 43 | 145,345 69 | 154,889 12 |
| Williamsb'gh Dist. Tel.. | ..... | 45 00 | 45 00 |
| Totals, Class III.... | \$21,426 64 | \$168,638 12 | \$190,064 76 |

IV.—GAS, MINING AND MISCELLANEOUS COMPANIES.

Tax based on dividends and capital only.

| | |
|---|----------|
| Albany Electric Illuminating..... | \$510 00 |
| Albany Gas-Light..... | 6,775 93 |
| Albany Safe Deposit and Storage..... | 15 00 |
| Albany, Schoharie and Rensselaerville Plank-road... | 15 65 |
| Albany and Greenbush Bridge..... | 90 00 |
| Albany and Mohawk Plank-road (3 years) | 45 00 |
| Albany and Sand Lake Plank-road..... | 1 02 |
| Atlantic Dock (2 years)..... | 3,000 00 |
| Atlantic Dredging..... | 187 50 |
| Atlantic Dynamite..... | 22 50 |
| Atlantic Mining..... | 15 00 |
| Atlantic Harbor (6 years)..... | 198 00 |
| Assabet Manufacturing (2 years)..... | 210 00 |
| Alma Farm..... | 37 50 |
| A. E. Smith's Sons (see Smith). | |
| Anderson School Book..... | 3 75 |
| Ames Plow..... | 3 90 |
| Angell Oil..... | 150 00 |
| Art Interchange..... | 16 05 |
| Avery Machine..... | 22 50 |
| Alderny Caramel..... | 3 00 |
| Allegany Gas (2 years)..... | 125 00 |
| Andes Water (2 years)..... | 18 60 |
| American Bronze Powder Manufacturing..... | 3 00 |
| American Bag Loaning..... | 90 71 |
| American Contracting and Dredging..... | 150 00 |
| American Dock and Trust..... | 785 40 |
| American Finance (3 years)..... | 5 40 |
| American Gas, Fuel and Light..... | 157 50 |
| American Horse Exchange..... | 105 00 |
| American Loan and Trust (2 years)..... | 1,000 00 |
| American Mercantile and Collection Agency..... | 2 25 |
| American Net and Twine..... | 52 50 |
| American News (3 years)..... | 5,653 71 |
| American Real Estate Exchange..... | 25 |
| American Refrigerating and Transportation..... | 18 00 |
| American Trading Society..... | 37 50 |
| American Salt..... | 4 50 |
| American Whip (2 years)..... | 44 35 |
| Arizona Queen Gold Mining..... | 15 |
| Albion Gas Light..... | 6 00 |
| Avon Water Works..... | 20 03 |
| Ansonia Brass and Copper (2 years)..... | 575 00 |
| Anchor Oil..... | 109 98 |
| Allouez Mining..... | 7 50 |
| Ashcroft Manufacturing..... | 16 59 |
| Associated Producers..... | 10 68 |
| Auburn Gas-Light..... | 300 00 |
| Auburn and Fleming Plank-road..... | 12 71 |

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| Auburn Water-Works (2 years)..... | \$710 00 |
| Ausable Plank-road (2 years) | 80 |
| Ausable Pulp | 35 00 |
| Argyle and Fort Edward Plank-road..... | 14 40 |
| Batavia Gas-Light..... | 182 81 |
| Bankers' Safe Deposit..... | 150 00 |
| Barret Bridge..... | 62 50 |
| Brabant Plank-road..... | 3 00 |
| Bassick Mining..... | 8 21 |
| Bath Gas..... | 37 50 |
| Brainerd & Armstrong..... | 75 00 |
| Bradstreet | 375 00 |
| Bain's Tea and Coffee..... | 27 85 |
| Barr, Edward..... | 33 75 |
| Barstow Stove (5 years)..... | 242 51 |
| Bradley & Hubbard Manufacturing (6 years)..... | 144 00 |
| Brewers' Ice | 375 00 |
| Berry Cattle | 15 |
| Benedict & Burnham Manufacturing (4 years) | 129 37 |
| Bergenport Zinc..... | 90 00 |
| Belding Bros. & Co. (3 years)..... | 15 00 |
| Bergenport Chemical | 1 35 |
| Bishop's Derrick and Elevator | 18 00 |
| Binghamton Gas-Light..... | 75 00 |
| Brigham Hall (2 years) | 525 00 |
| Bigelow Carpet | 106 79 |
| Brighton Beach Racing Association..... | 37 50 |
| Brighton Pier and Navigation | 187 50 |
| Brighton Beach Improvement..... | 135 00 |
| Bridgeport Brass..... | 104 77 |
| Binghamton Paper Stock..... | 15 00 |
| Brockport Gas-Light..... | 15 00 |
| Brookfield Linen (2 years)..... | 45 00 |
| Boston Chair Manufacturing..... | 30 |
| Bowker Fertilizer..... | 38 |
| Boston and Sandwich Glass (3 years)..... | 90 00 |
| Brookside Water-Works..... | 2 70 |
| Boston Belting..... | 2 25 |
| Brooklyn Academy of Music (2 years)..... | 543 00 |
| Brooklyn Athenæum Reading Room..... | 120 00 |
| Brooklyn Gas-Light..... | 5,000 00 |
| Brooklyn Lead Mining (2 years)..... | 23 |
| Brooklyn Riding Academy (2 years)..... | 27 30 |
| Brooklyn City Safe Deposit (2 years)..... | 291 00 |
| Brooklyn Trust (2 years)..... | 2,003 75 |
| Business Address..... | 11 40 |
| Brush Electric Light, Buffalo..... | 1,750 00 |
| Brush Electric Light, Rochester..... | 291 75 |
| Brush Electric Light and Power, Niagara Falls..... | 15 00 |
| Brush-Swan Electric Light, Ithaca..... | 45 00 |
| Burcey Chemical (4 years)..... | 225 00 |
| Butler Hard Rubber..... | 145 50 |

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|---|-----------|
| Buffalo Board of Trade..... | \$277 50 |
| Buffalo Gas-Light..... | 2,500 00 |
| Buffalo Mutual Gas-Light..... | 1,125 00 |
| Buffalo Loan, Trust and Safe Deposit | 205 50 |
| Buffalo and Lake Erie Excursion..... | 18 90 |
| Canandaigua Gas-Light | 125 00 |
| Catskill and Mountain Turnpike (2 years)..... | 7 50 |
| Catskill Mountain House (2 years)..... | 160 00 |
| Chateaugay Water-Works..... | 15 00 |
| Chapman Slate..... | 51 18 |
| Cairo Bridge..... | 1 13 |
| Cayadutta Plank-road (4 years)..... | 63 60 |
| Canandaigua Water-Works..... | 30 00 |
| Charlotte Bridge (2 years)..... | 6 16 |
| Castner & Co..... | 351 60 |
| Canton Lumber..... | 5 00 |
| Cherry Valley Creek Plank-road | 4 00 |
| Celluloid Brush (2 years)..... | 40 00 |
| Celluloid Manufacturing (3 years)..... | 425 00 |
| Centaur..... | 38 |
| Cleveland, A. B., & Co..... | 97 50 |
| Cheever Ore Bed..... | 75 00 |
| Clearfield Bituminous Coal..... | 75 |
| Central Cafe..... | 11 25 |
| Central Gas-Light, Mott Haven | 666 00 |
| Central Mining (5 years)..... | 900 00 |
| Central American Caoutchouc..... | 3 61 |
| Central Trust..... | 2,500 00 |
| Central Union Transfer and Storage..... | 26 25 |
| Central Safe Deposit..... | 28 08 |
| Citizens' Gas, Rochester..... | 210 00 |
| Citizens' Gas-Light, Brooklyn..... | 1,800 00 |
| Citizens' Gas-Light, Buffalo..... | 525 00 |
| Citizens' Gas-Light, Poughkeepsie..... | 225 00 |
| Citizens' Gas-Light, Troy (see Troy). | |
| Citizens' Gas-Light, Warsaw..... | 22 95 |
| China and Japan Trading..... | 150 00 |
| Cicero Turnpike (2 years)..... | 18 40 |
| Clinton Wire Cloth..... | 19 32 |
| Climax Fuse..... | 27 |
| Commercial Agency..... | 6 00 |
| Commercial Trust (4 years)..... | 62 51 |
| Coney Island Jockey Club..... | 5,293 75 |
| Coney Island and Rockaway Patent Roller Coasting, | 7 50 |
| Congress and Empire Spring | 360 00 |
| Consolidated Fruit Jar..... | 125 00 |
| Consolidated Gas..... | 28,227 36 |
| Copper Queen Mining (2 years)..... | 2,192 27 |
| Coney Island Fuel, Gas and Light..... | 23 30 |
| Cook, E. H. Co..... | 144 23 |
| Cochecton Bridge (6 years)..... | 69 37 |
| Coxsackie Driving Park Association..... | 10 20 |

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|---|----------|
| Consumers' Gas, Newburgh..... | \$300 00 |
| Consumers' Ice..... | 243 75 |
| College Point Gas-Light..... | 10 50 |
| Columbia Turnpike (2 years)..... | 45 00 |
| Cohoes and Lansingburgh Bridge..... | 61 25 |
| Cohoes Co. (2 years)..... | 1,125 00 |
| Cohoes Gas-Light..... | 125 00 |
| Cornell, Bingham & Co. (2 years)..... | 196 25 |
| Cortland Opera House..... | 11 93 |
| Coeymans and Westerlo Plank-road (2 years)..... | 30 00 |
| Cold Spring Water..... | 75 |
| Corning Gas..... | 33 75 |
| Cooperstown Aqueduct Association..... | 1 25 |
| Chuctanunda Gas-Light..... | 125 00 |
| Crump Label..... | 3 13 |
| Cuba Gas..... | 87 99 |
| Crystal..... | 24 00 |
| Chrysolite Silver Mining..... | 76 95 |
| Dansville Gas-Light..... | 15 00 |
| Dale Tile Manufacturing (6 years)..... | 405 00 |
| Deer Park and Minisink Turnpike (2 years)..... | 14 00 |
| Delhi Water..... | 39 00 |
| Delaware Turnpike..... | 5 00 |
| Defiance Cattle..... | 40 50 |
| Delhi Opera House..... | 2 20 |
| Dolphin Manufacturing..... | 45 00 |
| Dorchester Union Freestone..... | 75 00 |
| Dover Stamping..... | 1 50 |
| Downer Kerosene Oil (2 years)..... | 30 00 |
| Doran & Wright..... | 225 00 |
| Dutchess Turnpike (2 years)..... | 4 50 |
| Dunderberg Mining..... | 18 |
| Dundee Chemical Works..... | 45 |
| Dunham Manufacturing (2 years)..... | 2 38 |
| East Chester Gas..... | 142 00 |
| Eaton, Cole & Burnham..... | 150 00 |
| East Albany Gas..... | 75 00 |
| East River Gas..... | 127 50 |
| Edward Barr (see Barr). | |
| Edward Miller (see Miller). | |
| Eagle Oil (3 years)..... | 2 11 |
| Eden Musee American..... | 395 40 |
| E. N. Welch Manufacturing (See Welch). | |
| Electric Construction and Supply..... | 12 00 |
| Enterprise Ice (3 years)..... | 72 50 |
| Electric Time..... | 13 35 |
| Eden Centre Preserving (refunded)..... | 54 00 |
| Equitable Trust..... | 45 00 |
| Edison Electric Light, New York..... | 549 66 |
| Elgin National Watch..... | 3 00 |
| Edison Electric Illuminating, Newburgh..... | 112 99 |
| Elmira Gas..... | 100 00 |

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| Elmira Water-Works | \$142 77 |
| Export Lumber..... | 168 00 |
| Edson Recording Alarm Guage | 11 25 |
| E. Howard & Co. (See Howard). | |
| Equitable Mercantile | 90 |
| Flatbush Gas | 82 50 |
| Farmers' Loan and Trust..... | 5,000 00 |
| Farmers' Milk..... | 2 89 |
| Flatoush Plankroad (2 years)..... | 23 63 |
| Flatbush Water-works (2 years)..... | 172 50 |
| Franklinville Agricultural and Driv. Park Association, | 3 75 |
| Farmer Hall Association..... | 1 35 |
| Fayetteville and Syracuse Plank-road..... | 58 80 |
| Fairmount Coal and Iron (6 years)..... | 4 50 |
| Fredonia Natural Gas (6 years)..... | 135 00 |
| Fletcher Manufacturing..... | 50 00 |
| Fishkill and Matteawan Gas-Light..... | 18 00 |
| First Great Western Turnpike (3 years)..... | 37 77 |
| First National Oil | 2 25 |
| Field Farm..... | 30 00 |
| Florence Manufacturing..... | 131 17 |
| Fort Hunter Suspension Bridge (4 years)..... | 43 25 |
| Fort Edward Water-Works (4 years)..... | 51 75 |
| Fort Miller Bridge..... | 15 00 |
| Florida Construction..... | 30 |
| Fulton Gas-Light..... | 15 90 |
| Fulton Municipal Gas, Brooklyn | 6,300 00 |
| Fulton County Coal | 315 00 |
| Fulton Water-Works | 22 50 |
| Fultonville and Johnstown Plank-road..... | 28 12 |
| Fulson Landing, Central Bridge..... | 3 45 |
| Flushing Gas-Light..... | 102 50 |
| Gas-Light Company of Syracuse | 660 00 |
| Gas-Light Company of Waverly | 48 00 |
| Gravesend and Coney Island Bridge and Road..... | 2 25 |
| Grain Warehousing..... | 733 21 |
| Grand Belt Copper..... | 1 50 |
| Great Neck Dock | 60 |
| Geneseo Gas-Light | 24 00 |
| Greenport Wharf (2 years)..... | 46 50 |
| George T. Patterson (see Patterson) | |
| Green Island Improvement | 855 56 |
| Greenfield Centre stock..... | 3 00 |
| Geneva Gas-Light..... | 39 58 |
| Geneva Water-Works..... | 30 00 |
| Glens Falls Gas-Light..... | 87 50 |
| Glens Falls and Lake George Plank-road..... | 150 00 |
| Griswoldville Manufacturing..... | 39 72 |
| Gilboa Aqueduct | 83 |
| Gilbert & Bennet Manufacturing (2 years) | 37 50 |
| Gilbert, W. L., Clock | 2 25 |
| Gouverneur Water-Works..... | 12 00 |

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| Goodyear India-Rubber Glove Manufacturing..... | \$45 00 |
| Goshen Gas-Light | 11 25 |
| Halfmoon Bridge (2 years)..... | 84 00 |
| Hale & Kilburn Manufacturing | 26 01 |
| Hazard Powder (2 years)..... | 73 00 |
| Hallowell Granite | 3 00 |
| Hazelwood Oil..... | 237 50 |
| Hartford Copper (3 years)..... | 23 |
| Havana Tobacco | 15 00 |
| Hales Eddy Bridge..... | 14 50 |
| Harlan and Hollingsworth (6 years) | 4 50 |
| Haverstraw Water..... | 7 50 |
| Hempstead Gas-Light..... | 22 50 |
| Hempstead and Jamaica Plank-road..... | 22 32 |
| Heywood, Walter, Chair..... | 45 00 |
| Henry Prouse, Cooper & Co..... | 30 19 |
| Highland and Modena Turnpike..... | 3 65 |
| Highland Park Association..... | 1 86 |
| Homer and Cortland Gas-Light..... | 60 00 |
| Horn Silver Mining..... | 927 60 |
| Hooker, H. E. & Co. (2 years)..... | 175 00 |
| Hornellsville Water..... | 46 87 |
| Hoosick Falls Gas..... | 150 00 |
| Holmes Electric Protection..... | 375 00 |
| Holmes, Booth & Haydens (3 years)..... | 534 37 |
| Hong-Kong and Shanghai Banking..... | 225 00 |
| Homestead Land Syndicate..... | 17 25 |
| Howard E., Watch and Clock (4 years)..... | 60 00 |
| Howell, T. P. & Co..... | 27 00 |
| Hudson River Ice..... | 6 30 |
| Hudson Gas..... | 93 75 |
| Hudson Aqueduct (4 years)..... | 36 00 |
| Humason & Beckley Manufacturing..... | 6 00 |
| Ithaca Gas-Light..... | 54 00 |
| Ithaca Water-Works..... | 45 00 |
| International Bridge..... | 1,183 32 |
| Ilion and Mohawk Gas-Light..... | 45 00 |
| Iron Silver Mining | 64 53 |
| Importers and Grocers' Exchange..... | 5 63 |
| Islip Union Hall (6 years)..... | 12 60 |
| Jamestown Gas-Light..... | 112 50 |
| Jamaica and Brooklyn Road..... | 44 05 |
| Jamaica Gas-Light..... | 60 00 |
| Jamestown Water Supply..... | 82 50 |
| Jarecki Manufacturing..... | 207 15 |
| Jericho Plank-road (2 years)..... | 21 02 |
| Jessup & Moore Paper (2 years)..... | 375 00 |
| Jessop & Sons, William (3 years)..... | 151 50 |
| Jerome Park Villa Site and Improvement..... | 750 00 |
| Johnstown Gas-Light..... | 15 88 |
| Keeseville and Port Kent Plank-road..... | 15 50 |
| Keuka Vineyard (6 years)..... | 324 00 |

| | |
|---|----------|
| Kingston Building..... | \$12 00 |
| Knickerbocker Ice (2 years)..... | 5,500 00 |
| Kingsboro Water..... | 14 40 |
| Kiskatom..... | 9 36 |
| Lake George and Warrensburgh Plank-road..... | 23 06 |
| Lake Street Building Association (2 years)..... | 51 00 |
| Lake Milk Association (2 years)..... | 10 50 |
| Lake Ontario Beach Improvement..... | 37 50 |
| Landers, Frary & Clark..... | 1 92 |
| Lane Manufacturing..... | 1 73 |
| Ladd Watch Case..... | 1 50 |
| Leadville Consolidated Mining..... | 10 90 |
| Le Roy Gas-Light..... | 22 50 |
| Leatheroid Manufacturing..... | 1 65 |
| Little Falls Gas-Light..... | 15 00 |
| Lincoln Safe Deposit..... | 690 00 |
| Liberty Street Skating Rink..... | 26 06 |
| Lockport Grape Growers' Association (6 years)..... | 40 50 |
| Lordville and Equinunk Bridge (6 years)..... | 36 00 |
| Lockport Gas..... | 200 00 |
| Lockport Hydraulic..... | 50 16 |
| Lockport and Cambria Plank-road (2 years)..... | 18 00 |
| Lockport and Warren's Corners Plank-road..... | 21 00 |
| Lockport and Wright's Corners Plank-road (2 years)..... | 16 20 |
| Long Island Home Hotel..... | 105 00 |
| Long Island Improvement..... | 142 50 |
| Long Island Loan and Trust..... | 840 00 |
| Long Island Safe Deposit (2 years)..... | 429 00 |
| Lustral Oil..... | 38 |
| Lyons Driving Park Association (2 years)..... | 3 50 |
| Lyons Gas-Light..... | 22 40 |
| Malone Gas-Light..... | 5 82 |
| Marshall Basin Mining..... | 3 60 |
| Malone Water-Works (2 years)..... | 175 00 |
| Manlius Plank-road (2 years)..... | 46 72 |
| Manlius and Delphi Plank-road (3 years)..... | 24 36 |
| Mason & Hamlin Organ and Piano..... | 25 50 |
| Mapes Formula and Peruvian Guano (2 years)..... | 93 75 |
| Manhattan Beach Bathing..... | 93 75 |
| Manhattan Beach Improvement (2 years)..... | 300 00 |
| Manhattan Real Estate Association..... | 1,125 00 |
| Manhattan Railway Advertising..... | 30 00 |
| Manhattan Railway News..... | 30 00 |
| Manhattan Storage and Warehouse..... | 1,950 00 |
| Manhattan Shipping..... | 75 00 |
| Manufacturers' Pin..... | 15 00 |
| Margaretville Water..... | 2 18 |
| Mercantile Safe Deposit (2 years)..... | 3,056 25 |
| Mercantile Trust..... | 4,000 00 |
| Metropolitan Gas-Light, Brooklyn..... | 1,304 85 |
| Metropolitan Improvement..... | 498 75 |
| Metropolitan Opera House..... | 1,260 00 |

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|--|------------|
| Metropolitan Trust..... | \$1,725 00 |
| Medina and Alabama Plank-road..... | 15 00 |
| Meriden Britannia (2 years)..... | 1,512 50 |
| Meriden Cutlery..... | 4 50 |
| Meriden Malleable Iron..... | 15 00 |
| Middletown Gas-Light..... | 30 00 |
| Middletown and Delhi Turnpike..... | 4 01 |
| Middletown and Wurtsboro Turnpike (2 years)..... | 26 00 |
| Middleburgh Bridge..... | 22 17 |
| Miller, Edward & Co. (3 years)..... | 15 00 |
| Minden Gas-Light..... | 39 37 |
| Miners' Oil and Supply..... | 5 63 |
| Morris & Cummings Dredging..... | 67 50 |
| Moose River Improvement..... | 1 50 |
| Monitor Mining..... | 9 00 |
| Monticello and White Lake Turnpike (2 years).... | 11 68 |
| Monticello and Wurtsboro Turnpike (2 years)..... | 13 80 |
| Moresville Turnpike..... | 3 00 |
| Mohawk Valley Hotel..... | 22 50 |
| Montauk Association..... | 22 50 |
| Mount Vernon Water-Works | 22 46 |
| Moody & Gould..... | 30 00 |
| Moravia Water-Works..... | 3 75 |
| Morris Building..... | 133 24 |
| Municipal Gas-Light, Rochester..... | 225 00 |
| Municipal Gas-Light, Yonkers..... | 46 88 |
| Mutual Benefit Ice (2 years)..... | 337 50 |
| Mutual District Messenger..... | 20 01 |
| Narrowsburgh Bridge..... | 4 50 |
| Nassau Gas..... | 2,000 00 |
| Nashawannock Manufacturing (2 years)..... | 17 75 |
| Navassa Phosphate..... | 105 00 |
| Nassau Trading..... | 30 00 |
| National Horse Show Association..... | 63 00 |
| National Rubber | 706 82 |
| Newburgh and Cohecton Turpike Road (4 years)... | 18 08 |
| Newburgh and New Windsor Turnpike Road (4 yrs), | 34 30 |
| New England Mining..... | 15 00 |
| Neuchatel Asphalt (3 years)..... | 66 00 |
| New Central Coal..... | 75 |
| New Haven Clock | 50 00 |
| New Haven Copper (2 years)..... | 45 00 |
| New Paltz Turnpike (2 years)..... | 52 50 |
| New York Cafe | 4 50 |
| New York City Ice..... | 291 66 |
| New York Coal-Tar Chemical..... | 77 34 |
| New York Dairy (2 years)..... | 56 27 |
| New York Floating Dry Dock..... | 68 25 |
| New York Guaranty and Indemnity..... | 175 00 |
| New York Iron and Chemical (refunded)..... | 17 50 |
| New York Life Insurance and Trust..... | 6,250 00 |
| New York Loan and Improvement..... | 1,350 00 |

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|--|------------|
| New York Mutual Gas-Light..... | \$8,750 00 |
| New York, New England and Western Investment.. | 3 00 |
| New York Naval Stores and Tobacco..... | 6 00 |
| New York Real Estate Association..... | 2,000 00 |
| New York Safety Steam Power (3 years)..... | 54 00 |
| New York Steam Power (2 years)..... | 300 00 |
| New York Stock | 15 00 |
| New York Stock Exchange Building..... | 612 50 |
| New York Warehousing | 240 00 |
| New York and Baltimore Coffee Polishing..... | 4 50 |
| New York and Maine Granite Paving..... | 52 80 |
| New York and New Jersey Globe Gas-Light..... | 5 70 |
| Newell Brothers' Manufacturing (6 years)..... | 216 00 |
| New Jersey Silk..... | 15 00 |
| Niagara Falls Gas..... | 83 42 |
| Niagara Falls International Bridge | 531 25 |
| Niagara Falls Hydraulic Power and Manufacturing (4 years)..... | 390 00 |
| Niagara Falls Water-Works..... | 60 00 |
| Niagara Grape..... | 49 50 |
| Niagara River Bridge..... | 187 95 |
| Niagara Falls Suspension Bridge..... | 172 50 |
| Niagara White Grape..... | 450 00 |
| Northampton Cutlery..... | 3 04 |
| North Hempstead and Flushing Turnpike Road and Bridge | 7 32 |
| Northern Gas-Light..... | 75 00 |
| Norwich Water-Works (5 years)..... | 150 00 |
| North American Attorneys' and Tradesmen's Pro- tective Union..... | 15 60 |
| Nonotuck Silk (2 years)..... | 627 00 |
| Norton Emery Wheel..... | 1 00 |
| Nyack Water-Works. | 150 00 |
| Oneida County Canning..... | 82 50 |
| Olean Opera House Association..... | 2 25 |
| Ogdensburgh Gas..... | 75 00 |
| Ocean Pier and Navigation..... | 225 00 |
| Owego Gas-Light..... | 35 47 |
| Owego Water-Works..... | 15 00 |
| Oswego Canal | 97 50 |
| Oswego Gas-Light..... | 304 42 |
| Oswego Normal School Boarding-House..... | 8 10 |
| Oswego Water-Works..... | 114 75 |
| Oneida Gas-Light..... | 26 63 |
| Oneida Street Lighting..... | 22 50 |
| Oneonta and Franklin Turnpike (2 years)..... | 9 27 |
| Oneonta Water-Works..... | 67 50 |
| Oswegatchie Bridge..... | 1 95 |
| Orient Wharf..... | 18 00 |
| Oxford Iron and Nail..... | 18 91 |
| Oxford Copper and Sulphur..... | 52 50 |
| Onondaga County Milk Association..... | 111 04 |

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|---|----------|
| Oil Well Supply..... | \$88 73 |
| Our Home Hygienic Institute..... | 135 00 |
| Oysterman's Dock..... | 3 60 |
| Palmyra Gas-Light..... | 15 00 |
| Pawling and Beekman Turnpike..... | 16 78 |
| Patterson, George T., Stationery (2 years)..... | 45 00 |
| Patent Water and Gas-Pipe..... | 92 |
| Passaic Chemical (3 years)..... | 4 50 |
| Plattsburgh Gas..... | 15 00 |
| Parsons & Sons (6 years)..... | 180 00 |
| Prattsville Water..... | 66 |
| Peekskill Gas..... | 46 50 |
| Pre-emption Park..... | 2 25 |
| Penn Yan Gas-Light..... | 21 65 |
| Peters & Calhoun | 7 50 |
| Phœnix Bridge..... | 75 |
| People's Gas-Light, Albany..... | 100 00 |
| People's Gas-Light, Brooklyn | 1,500 00 |
| Peck Brothers & Co..... | 37 50 |
| Pleasure Island..... | 4 86 |
| Peck, Stow & Wilcox (2 years)..... | 166 50 |
| Premium Point..... | 48 75 |
| Prince Manufacturing (3 years)..... | 65 00 |
| Pintsch Lighting (2 years)..... | 42 00 |
| Port Jervis Gas-Light..... | 40 00 |
| Port Jervis Water-Works (2 years)..... | 121 50 |
| Producers' Consolidated Land and Petroleum (2 yrs). | 138 35 |
| Poughkeepsie Gas-Light..... | 210 00 |
| Porter's Corners Mercantile Association..... | 7 50 |
| Prospect Park Hotel..... | 75 36 |
| Port Morris Land and Improvement..... | 150 00 |
| Port Chester Water-Works..... | 30 00 |
| Poquatuc Lyceum Association..... | 20 79 |
| Putnam County Ice..... | 2 25 |
| Purdy and Huntington (2 years) | 30 00 |
| Plume & Atwood Manufacturing..... | 46 55 |
| Putnam Land (6 years)..... | 54 00 |
| Quicksilver Mining..... | 35 91 |
| Quincy Mining..... | 225 00 |
| Raymond Furnace..... | 2 50 |
| Rensselaer and Columbia Turnpike..... | 14 40 |
| Rexford Flats Bridge..... | 17 33 |
| Real Estate Trust (2 years)..... | 337 50 |
| Remington Sewing Machine Agency..... | 150 00 |
| Revere Copper..... | 22 50 |
| Real Estate Exchange and Auction Room..... | 787 50 |
| Richmond County Gas-Light..... | 522 97 |
| Ridgewood Ice (2 years)..... | 420 00 |
| Richmondville and Summit Plank-road..... | 1 92 |
| Rhinebeck Gas (3 years)..... | 22 50 |
| Rockaway Beach Pier..... | 2 25 |
| Rondout and Kingston Gas-Light..... | 130 00 |

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|---|----------|
| Rome Gas-Light..... | \$87 50 |
| Rome and Madison Plank-road..... | 1 50 |
| Rock Manufacturing..... | 1 25 |
| Royer Wheel..... | 45 00 |
| Rochester Gas-Light..... | 1,225 00 |
| Rochester Electric Light..... | 15 00 |
| Rochester Driving Park Association..... | 117 50 |
| Rochester and Gates Plank-road..... | 9 00 |
| Rochester and Charlotte Turnpike..... | 35 00 |
| Rochester and Hemlock Lake Plank-road..... | 6 70 |
| Rochester and Pittsford Plank-road..... | 1 58 |
| Rochester Trust and Safe Deposit..... | 135 00 |
| Round Island Park (5 years)..... | 112 50 |
| Russell & Erwin Manufacturing..... | 575 00 |
| Rye & Port Chester Gas-Light..... | 37 50 |
| Saratoga Gas..... | 150 00 |
| Saratoga Lake Bridge..... | 15 00 |
| Saratoga Spring..... | 6 00 |
| Saratoga Vichy Spring (2 years)..... | 180 00 |
| Safe Deposit Co., of New York..... | 185 98 |
| Saugerties Gas-Light..... | 48 00 |
| Sag Harbor and Bull's Head Turnpike..... | 4 05 |
| Salina and Central Square Plank-road (2 years)..... | 111 47 |
| Salamanca Water-Works..... | 15 00 |
| Stanley Corrugated Fireproof Lathing..... | 79 88 |
| Staten Island Gas..... | 22 50 |
| Staten Island Water Supply..... | 75 00 |
| Stamford Manufacturing (2 years)..... | 600 00 |
| Star Oil (4 years)..... | 312 00 |
| Star Rink Association..... | 4 20 |
| Star Rubber..... | 40 00 |
| Sandy Hill Quarry..... | 48 00 |
| Sandy Hill and Adamsville Plank-road..... | 12 03 |
| Small Hopes Consolidated Mining..... | 14 35 |
| Standard Silk..... | 75 |
| Stanley Rule & Level..... | 54 08 |
| Saint Paul Street Casino..... | 37 50 |
| Stationers' Board of Trade..... | 2 67 |
| Seneca Falls and Waterloo Gas-Light..... | 120 00 |
| Seymour Paper..... | 30 00 |
| Shelter Island Park Association (4 years)..... | 67 50 |
| Shelter Island Heights Association (6 years)..... | 297 00 |
| Steele & Johnson Manufacturing..... | 47 21 |
| Schenectady Gas-Light..... | 150 00 |
| Speer New Jersey Wine..... | 2 25 |
| Sing Sing Gas Manufacturing..... | 33 75 |
| Sidney Bridge..... | 11 80 |
| Sidney and Unadilla Bridge..... | 4 50 |
| Smith's, A. E., Sons Pottery..... | 13 50 |
| Stillwater & Schaghticoke Bridge (2 years)..... | 57 38 |
| Smith & Sayre Manufacturing (5 years)..... | 50 40 |
| St. Joseph Lead..... | 6 00 |

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|--|-----------|
| South Yuba Mining and Tunnel..... | \$1 50 |
| South Bethlehem Plank-road..... | 3 16 |
| Strong Gas, Fuel and Light..... | 22 50 |
| Southport Plank-road (4 years)..... | 72 00 |
| Sodus Bay Elevator..... | 75 00 |
| Stuyvesant Safe Deposit..... | 300 00 |
| Sturges Elevating..... | 112 50 |
| Susquehanna Turnpike (2 years)..... | 52 25 |
| Schuylerville Bridge..... | 46 12 |
| Syracuse & Jamesville Plank-road.... | 19 34 |
| Syracuse and Liverpool Road (2 years)..... | 16 25 |
| Syracuse Water..... | 660 00 |
| Tarrytown and Irvington Union Turnpike..... | 90 00 |
| Taunton Copper Manufacturing..... | 27 90 |
| Traders and Travelers' Union..... | 30 00 |
| Ticonderoga Water-Works..... | 40 00 |
| Title Guarantee and Trust..... | 285 30 |
| Trio..... | 45 |
| Thousand Island Park Association (2 years)..... | 72 10 |
| Troy Citizens Gas..... | 79 00 |
| Troy Electric Light..... | 43 92 |
| Troy Gas-Light..... | 750 00 |
| Troy and Sand Lake Turnpike (3 years)..... | 18 00 |
| Troy and West Troy Bridge..... | 252 50 |
| Tuna Oil (4 years)..... | 82 50 |
| Turner, Day & Woolworth..... | 1 63 |
| Unadilla Valley Stock Breeders' Association..... | 22 50 |
| Union Bridge (2 years)..... | 387 50 |
| Union Dredging..... | 22 50 |
| Union Gas-Light..... | 56 25 |
| Union Hardware..... | 21 87 |
| Union Horse Society of Ulster..... | 20 |
| Union Oil..... | 309 38 |
| Union Plank-road..... | 7 50 |
| Union Stock Yard and Market..... | 2,500 00 |
| Union Trust..... | 2,500 00 |
| Union Turnpike (3 years)..... | 13 00 |
| Union Wharf (2 years)..... | 17 09 |
| United Brass..... | 82 79 |
| Universal Button-hole Attachment..... | 9 00 |
| Universal Beer Keg..... | 1 80 |
| Universal Fashion..... | 7 50 |
| United States Mercantile Reporting..... | 175 00 |
| United States Mortgage (2 years)..... | 1,082 46 |
| United States Rolling Stock..... | 1,100 40 |
| United States Trust..... | 12,500 00 |
| United States Warehouse..... | 225 00 |
| Utica Gas-Light..... | 600 00 |
| Utica Ice (3 years)..... | 18 00 |
| Utica Water-Works..... | 600 00 |
| Warsaw Water-Works (2 years)..... | 65 96 |
| Walton Water..... | 45 00 |

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|---|----------|
| Watertown Gas-Light..... | \$150 00 |
| Waverly Water | 35 00 |
| Warwick Valley Farmers' Milk (2 years)..... | 98 90 |
| Warrensburgh and Chester Plank-road..... | 27 |
| Waterville Opera House (2 years)..... | 21 23 |
| Washington Park Association (2 years) | 18 75 |
| Walter Heywood Chair. (See Heywood.) | |
| Watertown Hall Association (2 years) | 135 00 |
| Washington Street Refrigerating Warehouse | 75 00 |
| Wallace & Sons..... | 37 50 |
| Warner Water-Works..... | 280 00 |
| Waterbury Brass (3 years)..... | 328 13 |
| Waterbury Button..... | 35 00 |
| Waterbury Clock (3 years) | 65 00 |
| Waterbury Watch..... | 37 50 |
| West Troy Gas-Light..... | 200 00 |
| West Troy Water-Works..... | 37 50 |
| Weed Iron..... | 6 00 |
| Western Plank-road..... | 15 64 |
| West Auburn Grocery..... | 1 96 |
| Wellsville Water..... | 18 75 |
| Welch, E. N., Manufacturing | 22 50 |
| Westinghouse, Church, Kerr & Co..... | 3 75 |
| Westerly Granite (2 years)..... | 4 20 |
| Westminster Park Association (5 years)..... | 56 25 |
| White Plains Gas-Light | 50 00 |
| Williamsburgh Gas-Light..... | 2,750 00 |
| Whitehall Gas-Light..... | 12 00 |
| Whitehall and Granville Turnpike..... | 1 92 |
| Whitehall Water Power (3 years)..... | 22 50 |
| White Sewing Machine (6 years)..... | 381 66 |
| Wilcox Silver Plate (2 years)..... | 38 25 |
| Winchester Repeating Arms (3 years)..... | 138 00 |
| Windsor Beach Pavilion..... | 18 00 |
| Winsted Silk (2 years) | 13 50 |
| Wilson Public Hall Association (2 years)..... | 5 70 |
| Woods, S. A., Machine (3 years)..... | 57 07 |
| Woonsocket Rubber (3 years)..... | 54 37 |
| Yonkers Gas-Light..... | 300 38 |
| York Street Flax Spinning..... | 30 00 |

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| Totals, Class IV..... | \$209,798 35 |
|-----------------------|--------------|

V.—FOREIGN AND OTHER STATE BANKS.

(Per Chap. 477, Laws of 1881.)

| | |
|--|--------------------|
| Bank of British North America..... | \$2,985 56 |
| Bank of Montreal..... | 15,499 90 |
| Canadian Bank of Commerce..... | 4,319 45 |
| Merchants' Bank of Canada..... | 1,276 50 |
| Nevada Bank of San Francisco (4 years) | 39,908 98 |
| Total, Class V..... | <u>\$63,990 39</u> |

RECAPITULATION.

| | | |
|--|--------------|-----------------------|
| Insurance Companies — premiums..... | \$93,043 19 | |
| Insurance Companies — capital..... | 48,393 67 | |
| | | <u>\$141,436 86</u> |
| Transportation Companies — earnings.. | \$415,981 19 | |
| Transportation Companies — capital.... | 354,789 89 | |
| | | <u>770,771 08</u> |
| Tel. and Teleph. Companies — earnings, | \$21,426 64 | |
| Tel. and Teleph. Companies — capital.. | 168,638 12 | |
| | | <u>190,064 76</u> |
| Gas, Mining and Miscellaneous — capital..... | | 209,798 35 |
| Banks — on average deposits, etc | | 63,990 39 |
| Grand total..... | | <u>\$1,376,061 44</u> |

XVI.

TAX ON ORGANIZATION OF CORPORATIONS.

SCHEDULE of moneys received during the fiscal year ending September 30, 1886, on account of tax on corporations for the privilege of organization, pursuant to chapter 143, Laws of 1886.

1886.

| | | | |
|-----------|---|----------|------------|
| April 19. | The Blue Mountain Lake Stage & Transportation Co..... | | \$18 75 |
| 20. | Richard Taylor Painting & Decorating Co. (Limited)..... | | 3 13 |
| 21. | The Consol. Clearing House, N. Y., | \$31 25 | |
| | The Villa Park Land Co., Buffalo.. | 250 00 | |
| | D. W. Gramberg, N. Y..... | 25 00 | |
| | N. W. & Columbia Mining & Milling Co., N. Y..... | 6 25 | |
| | Nassau Land & Impr. Co., N. Y... | 62 50 | |
| | Mercantile Real Estate Co., N. Y.. | 156 25 | |
| | Union Water-Works Co..... | 38 | |
| | | | 531 63 |
| 22. | The United Agency Co. (Limited) .. | \$25 00 | |
| | Moses Dana Co..... | 12 50 | |
| | Owasco Valley Creamery Co..... | 1 88 | |
| | | | 39 38 |
| 23. | Edison Electric Illuminating Co., Rochester | \$125 00 | |
| | Brooklyn & New York Transfer Co. (Limited)..... | 125 00 | |
| | Standard Spoon Co., Rochester.... | 10 00 | |
| | Kingston Base-Ball Association.... | 1 57 | |
| | Cobleskill Water Works Co..... | 31 25 | |
| | | | 292 82 |
| 24. | Ham Coal Saving Co..... | \$62 50 | |
| | American Inventors' Protective Co., N. Y..... | 12 50 | |
| | | | 75 00 |
| 26. | American Illuminating Co., Hornellsville, N. Y..... | \$43 75 | |
| | Fowlersville Nut and Bolt Co. (Limited)..... | 37 50 | |
| | Press News Association..... | 12 50 | |
| | Poillon & Staple Manufacturing Co., | 1 25 | |
| | Reliable Steam Power Co..... | 106 25 | |
| | | | 201 25 |
| | Carried forward..... | | \$1,161 96 |

| | | | |
|-----------|------------------------------------|----------|------------|
| | Brought forward | | \$1,161 96 |
| April 28. | Hawk Bull Mining Co..... | \$125 00 | |
| | Manhattan Lounge Co..... | 30 00 | |
| | | <hr/> | 155 00 |
| 29. | George Place Machinery Co..... | \$187 50 | |
| | Cross Creek Mining Co..... | 62 50 | |
| | Ridgewood Exhibition Co..... | 18 75 | |
| | Saxony Woolen Mills Co..... | 62 50 | |
| | Lancaster Hydraulic Wedge Co... | 125 00 | |
| | | <hr/> | 456 25 |
| 30. | The Heim Parchment Paper Co..... | | 25 00 |
| May 1. | Contanseau Rapid Foreign Ex. Co., | \$62 50 | |
| | Acme Electric Plating & Metalling | | |
| | Co | 2 50 | |
| | Edison Electric Light & Power | | |
| | Co., Amsterdam..... | 62 50 | |
| | Sargent Manufacturing Co..... | 62 50 | |
| | | <hr/> | 190 00 |
| 3. | The Chatham Water-Works Co... | \$125 00 | |
| | The National Barrow & Truck Co. | 62 50 | |
| | The Salamanca Gas Co..... | 37 50 | |
| | The New Process Aerated Bread Co. | 8 75 | |
| | The Harlem Electric Light Co..... | 62 50 | |
| | | <hr/> | 296 25 |
| 4. | The Careful Carpet Cleaning Co... | \$6 25 | |
| | The New York and Western Vir- | | |
| | ginia Lumber Co..... | 10 00 | |
| | The Canandaigua Street Railway.. | 37 50 | |
| | The Berne & Knox Cheese Factory | | |
| | Association. | 1 88 | |
| | | <hr/> | 55 63 |
| 5. | The Mathey Impt. Cement Co..... | \$125 00 | |
| | The W. Brooklyn Land & Imp't Co. | 125 00 | |
| | The Palmer Chemical Co..... | 125 00 | |
| | The Associated Brokers (Limited). | 125 00 | |
| | The Boulevard Land Co..... | 125 00 | |
| | | <hr/> | 1,125 00 |
| 6. | The Guide Mfg. Co., Rochester, | | |
| | N. Y..... | \$10 00 | |
| | The Plummer Fruit Evaporator Co. | 75 00 | |
| | | <hr/> | 85 00 |
| 7. | The Cayuga Lake Park Co..... | \$25 00 | |
| | The Geo. H. Ripley Co. (increase). | 6 25 | |
| | The International Paper Bag Ma- | | |
| | chine Co..... | 125 00 | |
| | The Planet Electric Conductor Co. | 62 50 | |
| | The Pratt Hardware Co..... | 50 00 | |
| | The Schaefer Safety Valve Co..... | 7 50 | |
| | | <hr/> | |
| | Carried forward..... | \$276 25 | \$3,550 09 |

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| | | | |
|-----|---|----------|------------|
| | Brought forward..... | \$276 25 | \$3,550 00 |
| May | 7. The White Plains Water-Works Co. | \$125 00 | |
| | The Metropolitan Opera House Co. | 306 25 | |
| | | | 707 50 |
| | 8. The Star Printing Co..... | \$375 00 | |
| | The Tift Street Land Co..... | 22 50 | |
| | The Newark Spring Horseshoe Co. | 15 63 | |
| | The Am. Steam Pipe Covering Co.. | 12 50 | |
| | | | 425 63 |
| | 10. The Atlantic Gas-Light Co..... | \$37 50 | |
| | The Johnson Spreader Co..... | 6 25 | |
| | The Georgene Mining Co..... | 125 00 | |
| | The Bowery Bay B'ldg & Imp't Co. | 25 00 | |
| | The Tonawanda Island Bridge Co.. | 62 50 | |
| | | | 256 25 |
| | 11. The Wray Emery & Paper Polish- ing Wheel Co..... | \$50 00 | |
| | The New York Knitting Co..... | 625 00 | |
| | The Office Company..... | 6 25 | |
| | The Chesterlake Company..... | 12 50 | |
| | The Pittman Fire Escape Co..... | 23 37 | |
| | The Empire Folder Co..... | 12 50 | |
| | The Presch Mfg. Co..... | 5 00 | |
| | | | 734 62 |
| | 12. The Litofurge Mfg. Co..... | \$15 00 | |
| | The Union Cement Co..... | 125 00 | |
| | The Barlow Stevens Co..... | 62 50 | |
| | The St. Austin's School Co. (increase) | 6 25 | |
| | | | 208 75 |
| | 13. The Grand River Coal and Coke Co. | | 1,250 00 |
| | 14. The Barnard Manufacturing Co.... | \$12 50 | |
| | The Merchants' District Tel. Co... | 62 50 | |
| | The Warren Scharf Asphalt Paving Co..... | 50 00 | |
| | The Syracuse Brick Co..... | 31 25 | |
| | The New York Manifold Book Co. | 18 75 | |
| | | | 175 00 |
| | 15. The Hennessy Manufacturing Co.. | \$1 25 | |
| | The Manhattan Sulpho and Di-oxide Disinfecting Co..... | 625 00 | |
| | The Woodlawn and Butternut Street R. R. Co..... | 37 50 | |
| | The Heckscher Coal Co..... | 62 50 | |
| | The Britannic Gas Fixture Co..... | 125 00 | |
| | | | 851 2. |
| | 17. The Wilson Boiler Co..... | \$62 50 | |
| | The Bayside Manufacturing Co.... | 6 25 | |
| | The Waterloo Water Co..... | 50 00 | |
| | The American Briquette Co..... | 93 75 | |
| | | | 212 50 |
| | Carried forward..... | | \$8,371 59 |

| | | | |
|-----|--|---------|-------------|
| | Brought forward | | \$8,371 59 |
| May | 18. The Lumber Storage and Transfer Co., Buffalo..... | \$18 75 | |
| | The Slater Island Brewing Co..... | 125 00 | |
| | The Equitable Gas-Light and Fuel Co., Utica | 500 00 | |
| | The Farron Publishing Co..... | 125 00 | |
| | | <hr/> | 768 75 |
| | 19. The Inglis Dry Plate Co..... | \$37 50 | |
| | The Trembleau Granite Co | 225 00 | |
| | The Fennell Automatic Coupler Co. | 12 50 | |
| | | <hr/> | 275 00 |
| | 21. The U. S. Manufacturing Co..... | \$6 25 | |
| | The Friendship Sash and Blind Co. (Limited)..... | 62 50 | |
| | The Cayuga Lake Park Co..... | 25 00 | |
| | | <hr/> | 93 75 |
| | 22. The Watertown Thermometer Co..... | | 37 50 |
| | 24. The Seneca Falls and Cayuga Lake R. R..... | \$50 00 | |
| | The Brooklyn Jockey Club..... | 625 00 | |
| | | <hr/> | 675 00 |
| | 25. The Jamestown Short-Line R. R. ... | \$62 50 | |
| | The Long Island Trans. Co. (Limited) | 12 50 | |
| | The Ivoroidu Manufacturing Co.... | 12 50 | |
| | The Genesee Falls R. R. Co | 75 00 | |
| | | <hr/> | 162 50 |
| | 26. The Hudson River Steamboat Co. (Limited) | \$75 00 | |
| | The Kossuth Marx Jewelry Co. (Limited)..... | 37 50 | |
| | The Harry E. Freund Publishing Co. | 31 25 | |
| | | <hr/> | 143 75 |
| | 27. The Albany City Dental Association | \$12 50 | |
| | The Alexander Mica Co..... | 65 00 | |
| | The Langley Cotton Harvester.... | 12 50 | |
| | The W. F. Washburn Brass and Iron Works..... | 37 50 | |
| | | <hr/> | 127 50 |
| | 29. The Barbour Bros | \$6 25 | |
| | The Bolton Drug Co..... | 187 50 | |
| | The Eastchester R. R. Co..... | 62 50 | |
| | The Syracuse and Electric Light and Power Co..... | 62 50 | |
| | The Sunshine Feed Water Regulator Co..... | 15 00 | |
| | The Genesee Val. Park Association, | 10 00 | |
| | The Economic Rock Drill Co..... | 13 | |
| | | <hr/> | 343 88 |
| | Carried forward..... | | \$10,999 22 |

| | | | |
|------|---|-------------|----------|
| | Brought forward..... | \$10,999 22 | |
| June | 1. The Watson Co..... | 187 50 | |
| | 2. The N. J. and N. Y. Extension R. R. Co..... | \$37 50 | |
| | The Irish Medicine Co..... | 62 50 | |
| | The Syracuse and Baldwinsville R. R. Co..... | 75 00 | |
| | | <hr/> | 175 00 |
| | 3. The Standard Fuel Gas Co..... | \$62 50 | |
| | The Westinghouse Illuminating Co., Schenectady | 37 50 | |
| | The Farrington Safety Newspaper and Letter Box Co | 4 00 | |
| | | <hr/> | 104 00 |
| | 4. The Sea View R. R. Co..... | \$312 50 | |
| | The National Building Co..... | 62 50 | |
| | | <hr/> | 375 00 |
| | 5. The Geneva Non-Magnetic Watch Co | \$62 50 | |
| | The National Powdered Coal Sup- ply Co..... | 125 00 | |
| | The Standard Stock Co..... | 125 00 | |
| | The Russell Fire Proof Paint Co. (Limited)..... | 125 00 | |
| | The Porter Coal Co..... | 35 00 | |
| | The Sears Commercial Co. (Limited), | 625 00 | |
| | The Bellaney Horse Shoe Co..... | 375 00 | |
| | The Kings County Pioneer Land Improvement Co..... | 31 25 | |
| | | <hr/> | 1,503 75 |
| | 7. The Tonawanda Valley Salt Mining and Manufacturing Co..... | \$1 25 | |
| | Palermo Mica Co..... | 62 50 | |
| | C. Jourgensen..... | 18 75 | |
| | | <hr/> | 82 50 |
| | 8. The International Elevating Co..... | | 312 50 |
| | 9. The N. Y. and S. Brooklyn Ferry and Steam Transportation Co.... | \$500 00 | |
| | The Westchester County Water- Works Co..... | 125 00 | |
| | The Standard Medicine Co..... | 625 00 | |
| | The Tuxedo Park Association | 250 00 | |
| | The Rochester, Hornellsville Lack. R. R. Co..... | 375 00 | |
| | The Vassar Burglar Alarm Co..... | 250 00 | |
| | | <hr/> | 1,506 25 |
| | Carried forward..... | \$15,245 72 | |

| | | | |
|------|---|----------|-------------|
| | Brought forward..... | | \$15,245 72 |
| June | 10. The Low & Fuller Hat Works.... | \$31 25 | |
| | The Crosbyside Hotel Co..... | 18 75 | |
| | The N. Y. Bronze and Brass Co.... | 12 50 | |
| | The Temperance Herald Co. (Lim- ited) | 3 13 | |
| | | | 65 63 |
| | 11. The Compton Music Co (Limited)..... | | 10 00 |
| | 12. The Kerr Salt Co..... | \$125 00 | |
| | The Auburn City Railway Co..... | 15 62 | |
| | Calvert & Holton..... | 12 50 | |
| | The Clinton County Agricultural Society | 25 00 | |
| | The Ball Electric Light Co..... | 1,875 00 | |
| | The Kauffman Shutter Works Co.. | 25 00 | |
| | | | 2,078 12 |
| | 14. The Ontario and St. Lawrence Nav. Co | \$375 00 | |
| | The Bloom Remedy Co..... | 12 50 | |
| | The Union Elevated R. R. Co., Brooklyn | 1,250 00 | |
| | The Georgia Fertilizer Co..... | 312 50 | |
| | | | 1,950 00 |
| | 15. The Columbia & Rens. R. R. Co..... | | 375 00 |
| | 16. The Harrell Leather Goods Co..... | | 12 50 |
| | 17. The Sea Beach Cyclorama Co. ... | \$31 25 | |
| | The Albemarle Soap Stone Co. (Inc.) | 187 50 | |
| | The Wells Bridge Creamery Co ... | 72 | |
| | The Atlantic Ammunition Co. (Limited)..... | 312 50 | |
| | | | 531 97 |
| | 18. The Champlain Manufacturing Co..... | | 6 25 |
| | 19. The Taylor Brewing & Malting Co., Albany..... | \$250 00 | |
| | The Master Builders and Merchants' Exchange, Troy..... | 12 50 | |
| | The Swamp Mills Excelsior Co.... | 25 00 | |
| | The Maple Ave. Athletic Associa- tion (Limited)..... | 2 50 | |
| | | | 290 00 |
| | 21. The Trimble Mill & Lumber Co., (Limited)..... | \$50 00 | |
| | The Universal Press Co..... | 1 25 | |
| | The Excelsior Land Co..... | 25 00 | |
| | The Self Adjusting Corset Co..... | 62 50 | |
| | The Stamford Pouncing Paper Co., | 3 75 | |
| | The American Steam Boiler Ins. Co., | 375 00 | |
| | | | 517 50 |
| | Carried forward..... | | \$21,082 69 |

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|------|--|-------------|-------------|
| | Brought forward | \$21,082 69 | |
| June | 22. The Gravity Car Lock & Seal Co.. | \$125 00 | |
| | The Electric Appliance Co..... | 25 00 | |
| | The Mineraline Manufacturing Co., | 3 00 | |
| | The Rochester Terminal R. R. Co., | 125 00 | |
| | The Salmon River Paper Co..... | 12 50 | |
| | The Rome, Watertown & Ogdens- burg Terminal R. R. Co..... | 62 50 | |
| | | <hr/> | 353 00 |
| | 23. The Manhattan Lead Co..... | \$0 63 | |
| | The Fiducial Agency..... | 6 25 | |
| | | <hr/> | 6 88 |
| | 24. The American Telegraph & Tele- phone Constructing Co..... | \$125 00 | |
| | The National Consumers Meat Co., New York | 250 00 | |
| | The Hamilton Knitting Co..... | 37 50 | |
| | The Abstract and Title Guarantee Co | 31 25 | |
| | The F. E. C. Medicine Co..... | 15 00 | |
| | The American Insulated Conduit Co | 250 00 | |
| | | <hr/> | 708 75 |
| | 25. The Long Island Elevated Railway Co..... | \$1,250 00 | |
| | The Eagle Warehouse Co., (Lim- ited) | 1 25 | |
| | The Glens Falls Paper Mill Co.... | 160 00 | |
| | The Burden Central Sugar Refinery Co | 50 00 | |
| | | <hr/> | 1,461 25 |
| | 26. The Syracuse Hardware Co..... | \$6 25 | |
| | The Meteor Dispatch Co..... | 125 00 | |
| | | <hr/> | 131 25 |
| | 28. The Corning & Painted Post R'y Co. | \$62 50 | |
| | The E. G. Bleakslee's Son's Iron Works | 62 50 | |
| | The Fishkill and Matteawan Water Co..... | 125 00 | |
| | The People's Gas Co., Schenectady, N. Y..... | 50 00 | |
| | | <hr/> | 300 00 |
| | 29. The Fire Association of New York. | \$250 00 | |
| | The New York File and Index Co. (Limited)..... | 125 00 | |
| | | <hr/> | 375 00 |
| | 30. The Empire Drying Co..... | \$62 50 | |
| | The Royal Rubber Co..... | 1 25 | |
| | | <hr/> | 63 75 |
| | Carried forward..... | <hr/> | \$24,482 57 |

| | | |
|--|------------|-------------|
| Brought forward | | \$24,482 57 |
| July 1. The Acme Liquid Fuel Co..... | \$2,500 00 | |
| Dundas, Dick & Co..... | 93 75 | |
| The Bryant Literary Union..... | 1 25 | |
| The Fulton Co. Co-operative Leather Glove and Mitten Mfg. Associa- tion (Limited)..... | 12 50 | |
| The Syracuse and Salmon River Water Co..... | 6 25 | |
| | | 2,613 75 |
| 2. The Franklin Water Works Co.... | \$12 50 | |
| The Ravenswood Art Glass Works. | 62 50 | |
| The Exchange Printing Co..... | 18 13 | |
| Chas. F. Riseley..... | 31 25 | |
| The Automatic Sewing Machine Co. (increase)..... | 62 50 | |
| The Andrew Houtman Co..... | 31 25 | |
| The A. M. Seabury Mfg. Co. (Ltd.) | 6 25 | |
| The Rennselaer Mfg. Co. (increase) | 10 63 | |
| | | 235 01 |
| 3. The Frontier Elevator Co..... | \$500 00 | |
| The Graphic Shade Co..... | 18 75 | |
| | | 518 75 |
| 6. The Agency Indemnity Co. (increase) | \$93 75 | |
| The Central Am. Syndicate Co.... | 65 00 | |
| The Manhattan Investment Co. (inc.) | 50 00 | |
| The Ulster Silica Co..... | 375 00 | |
| | | 583 75 |
| 7. The Baldwinville Branch R'y Co.. | \$31 25 | |
| The Chas. D. Pratt Co..... | 75 00 | |
| The Hornellsville Shutter Co..... | 12 50 | |
| Wattstein Myer & Co..... | 312 50 | |
| The Edison United Mfg. Co..... | 187 50 | |
| | | 618 75 |
| 8. The Westfield and Chautauqua R.R. Co..... | \$468 75 | |
| The Hotel St. George Co..... | 437 50 | |
| The Grand Connectable Co..... | 62 50 | |
| The Turkey Creek Mining Co..... | 250 00 | |
| | | 1,218 75 |
| 9. The Eagle Warehouse Co. (Limited). | \$11 25 | |
| The Pacific Postal Telegraph Cable Co. | 31 25 | |
| | | 42 50 |
| 10. The Western New York Hedge Co. | \$25 00 | |
| The Progressive Pharmacy Co.... | 31 25 | |
| The Syracuse & So. Bay R. R. Co. | 312 50 | |
| The Pacific Postal Telegraph Cable Co. | 281 25 | |
| | | 650 00 |
| Carried forward..... | | \$30,963 83 |

| | | | |
|----------------------|---|-------------|----------|
| Brought forward..... | | \$30,963 83 | |
| July 12. | The N. A. Underground Telegraph & Electric Co..... | \$3,125 00 | |
| | The Niagara Falls Water-Works Co. | 12 50 | |
| | | <hr/> | 3,137 50 |
| 13. | A. Lovell & Co..... | \$62 50 | |
| | The John J. Mitchell Co..... | 25 00 | |
| | The Demorest Fashion & Sewing Machine Co..... | 125 00 | |
| | The Glen Cove Machine Co. (Lim- ited) | 137 50 | |
| | | <hr/> | 350 00 |
| 14. | The Phœnix Water-Works..... | \$50 00 | |
| | The Goewey Lake Ass'n (Limited). | 31 25 | |
| | The Sharon Bessemer Ore & Iron Co. | 25 00 | |
| | The Ellenville Oil, Gas & Mineral Co. | 3 75 | |
| | The New York Life Insurance Credit Co. (Limited)..... | 12 50 | |
| | | <hr/> | 122 50 |
| 15. | The German-American Real Estate Title Guarantee Co..... | | 625 00 |
| 16. | The Chronicle Publishing Co..... | \$10 75 | |
| | The Horace Waters Co..... | 187 50 | |
| | | <hr/> | 198 25 |
| 17. | The Virginia Kindling Wood Co.. | \$125 00 | |
| | The Burnett Street-Car Co..... | 15 00 | |
| | The Ft. Hamilton & S. I. Ferry Co. | 12 50 | |
| | | <hr/> | 152 50 |
| 19. | The St. Joseph Lead Co..... | \$500 00 | |
| | The Milford Manufacturing Co.... | 12 50 | |
| | The Enterprise Vapor Medicator Co. | 6 25 | |
| | | <hr/> | 518 75 |
| 20. | Schlicht & Fields..... | \$312 50 | |
| | The Croton Brick Co..... | 437 50 | |
| | The Oriskany Malleable Iron Co. (Limited) | 41 25 | |
| | | <hr/> | 791 25 |
| 21. | The Ballston & Warren Point Free- man Illuminating Co..... | \$31 25 | |
| | The Orient Guano Manuf'g Co.... | 25 00 | |
| | The Vesta Mineral Spring Co..... | 62 50 | |
| | The New Rochelle Steam Launch Co. | 32 | |
| | The American Telegraph Co..... | 10 00 | |
| | | <hr/> | 129 07 |
| Carried forward..... | | \$36,988 65 | |

| | | | |
|------|---------------------------------------|----------|-------------|
| | Brought forward..... | | \$36,988 65 |
| July | 23. The Lyons Water-Works Co | \$62 50 | |
| | American Opera Co. (Limited)..... | 312 50 | |
| | | <hr/> | 375 00 |
| | 24. The Consolidated Stock and Petro- | | |
| | leum Exchange Building Co..... | \$250 00 | |
| | The Knights of Labor Co-operative | | |
| | Oil Refining Co..... | 62 50 | |
| | The Edison Light Building and | | |
| | Power Co., Albany | 12 50 | |
| | | <hr/> | 325 00 |
| | 26. The Wolfe Linde Ice Machine Co. | | |
| | (Limited)..... | \$93 75 | |
| | The Sea Beach and Brighton R. R. | | |
| | Co | 156 25 | |
| | The Citizens' Gas-Light Co., West- | | |
| | chester | 125 00 | |
| | The Yonkers Ferry Co..... | 9 38 | |
| | The Flushing and College Point | | |
| | Street Railway Co..... | 75 00 | |
| | | <hr/> | 459 38 |
| | 27. The M. H. Jacobs Furnace Co..... | \$18 75 | |
| | The Empire State Brewing Co..... | 50 00 | |
| | | <hr/> | 68 75 |
| | 28. The Chrome Steel Works..... | \$225 00 | |
| | The Waterproof Fabric Co..... | 75 | |
| | | <hr/> | 225 75 |
| | 30. The Excelsior Medicated Tobacco | | |
| | Co | \$3 75 | |
| | The Julien Electric Co..... | 1,250 00 | |
| | The Williamsons Mercantile and | | |
| | Collecting Agency (Limited).... | 2 50 | |
| | The Hungerford Co..... | 18 75 | |
| | | <hr/> | 1,275 00 |
| | 31. The Fleming Cut Sole Co..... | \$12 50 | |
| | The United Agency Co (Limited) .. | 12 50 | |
| | The Wm. Campbell Co..... | 293 75 | |
| | The Williams Silk Manufacturing | | |
| | Co | 3 13 | |
| | | <hr/> | 321 38 |
| Aug. | 3. The American Parchment Paper Co. | \$5 00 | |
| | The Brookside Knitting Co..... | 125 00 | |
| | The Anchor Brewing Co..... | 250 00 | |
| | The N. Y. Matrix Press Co..... | 1 25 | |
| | | <hr/> | 381 25 |
| | 4. The Dr. House N. Y. Elastic Truss | | |
| | Co..... | | 12 50 |
| | | <hr/> | |
| | Carried forward..... | | \$40,433 16 |

| | | | |
|------|--|---------|-------------|
| | Brought forward..... | | \$40,433 16 |
| Aug. | 5. The Haber Steamboat Co..... | \$9 38 | |
| | The Home Electric Light Co..... | 62 50 | |
| | The Staten Island Amusement Co. (Limited) | 125 00 | |
| | | | 196 88 |
| | 6. The Brainard Paper Co. (Limited)..... | | 62 50 |
| | 7. The John L. Thompson Chemical Co. \$62 50 | | |
| | The McCammon Piano Forte Manu- facturing and Music Co..... | 87 50 | |
| | The National Fire Proof Shutter Co. | 125 00 | |
| | The Brooklyn Knitting Co..... | 25 00 | |
| | The Kensington Perfume Co..... | 6 25 | |
| | | | 306 25 |
| | 9. The Malone Electric Light and Power Co..... | \$31 25 | |
| | The Halstead Avenue Land Co.... | 31 25 | |
| | The Syracuse Dash Co..... | 18 75 | |
| | | | 81 25 |
| | 10. The Silver Metal Co. of New York, \$62 50 | | |
| | The Black River Paper Co..... | 25 00 | |
| | The George C. Flint Co..... | 250 00 | |
| | | | 337 50 |
| | 11. The Warrior Coal Field Construc- tion and Development Co..... | \$3 13 | |
| | The Tuxedo Park Association..... | 375 00 | |
| | The International Provision Co.... | 12 50 | |
| | | | 390 63 |
| | 12. The Pursell Manufacturing Co.... | 100 00 | |
| | The T. J. Cagney Building Co | 25 00 | |
| | The Mottville Paper Co..... | 37 50 | |
| | | | 162 50 |
| | 16. The National Automatic Fire Alarm Co..... | | 250 00 |
| | 17. The Columbia Jurist Publishing Co. \$0 63 | | |
| | The Johnson & Johnson | 125 00 | |
| | | | 125 63 |
| | 18. The New York Matrix Press Co. (Limited).. | | 36 25 |
| | 19. The Benton & King Co..... | \$27 50 | |
| | The Melrose and W. Mor. R. R. Co. | 375 00 | |
| | The U. S. Net and Twine Co..... | 25 00 | |
| | The Flushing Electric Illuminating Co..... | 93 75 | |
| | | | 521 25 |
| | 20. The Financier Co..... | \$12 50 | |
| | The Zell Engineering Co..... | 125 00 | |
| | The Bedford Riding Academy (Limited) | 25 00 | |
| | The St. John City Railway Co.... | 375 00 | |
| | | | 537 50 |
| | Carried forward | | \$43,441 30 |

| | | | |
|-------|---|----------|-------------|
| | Brought forward..... | | \$43,441 30 |
| Aug. | 23. The French Hotel..... | \$62 50 | |
| | The Guarantee Agency..... | 18 75 | |
| | | <hr/> | 81 25 |
| | 24. The Sea Beach and Sheepshead Bay | | |
| | R. R | \$12 50 | |
| | The Hill Steam Grain Drying Co.. | 6 25 | |
| | The Boston Brass and Tile Co..... | 25 00 | |
| | The Marshall Manufacturing Co... | 12 50 | |
| | | <hr/> | 56 25 |
| | 25. The Fulton-Schuyler Electric Light | | |
| | Co..... | \$41 25 | |
| | The Baldwin & Gleason Co. (Limtd) | 62 50 | |
| | | <hr/> | 103 75 |
| | 27. The Beachman Damper Clock Co.. | \$50 00 | |
| | The Buffalo Seal and Press Co..... | 31 25 | |
| | The Hollinbeck Lock and Knob Co. | 15 00 | |
| | The Continental Oil Shipping Co.. | 31 25 | |
| | The American Ammoniaphone Co.. | 62 50 | |
| | The British-American Claim Agency | 12 50 | |
| | | <hr/> | 202 50 |
| | 28. The Wemple Lithographic Co..... | \$81 25 | |
| | The Globe News Co..... | 1 25 | |
| | The Boylon Electric Light Co..... | 3 75 | |
| | The Buffalo Land and Improvement | | |
| | Co | 6 25 | |
| | | <hr/> | 92 50 |
| | 30. The U. S. Investigation Co. (Lim'd) | \$6 25 | |
| | The Direct Electric Fire and Ambu- | | |
| | lance Telegraph Co..... | 375 00 | |
| | The Home Electric Clock Co..... | 125 00 | |
| | | <hr/> | 506 25 |
| | 31. The Dodge Bung, Plug & Bush Co. | \$125 00 | |
| | The La Unica Segar Co..... | 25 00 | |
| | The National Fruit Conserving Co. | 62 50 | |
| | The Oyster Bay Extension R. R. Co. | 62 50 | |
| | The F. E. C. Medicine Co..... | 105 00 | |
| | The Vulcan Waterproof Co..... | 62 50 | |
| | | <hr/> | 442 50 |
| Sept. | 1. The Po'keepsie & S. Easton R'y Co. | \$625 00 | |
| | The Hudson River Supply Co..... | 625 00 | |
| | | <hr/> | 1,250 00 |
| | 2. The Prospect Granite Co..... | \$62 50 | |
| | The Dist. Tel. & Burglar Alarm of | | |
| | Harlem..... | 31 25 | |
| | | <hr/> | 93 75 |
| | 3. The Granger & Gregg Brewing Co..... | | 37 50 |
| | 4. The Lichtenstein Bros. Co..... | \$200 00 | |
| | The Starin Silk Fabric Co..... | 25 00 | |
| | | <hr/> | 225 00 |
| | Carried forward..... | | \$46,532 55 |

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|-------|---------------------------------------|----------|-------------------|
| | Brought forward .. | | \$46,532 55 |
| Sept. | 6. The Queens County Electric Co... | \$62 50 | |
| | The King Spring Co..... | 100 00 | |
| | | | <hr/> 162 50 |
| | 7. The Seneca Falls Water-Works Co. | \$187 50 | |
| | The London Cafe Co..... | 12 50 | |
| | The Weaver Ferry Co..... | 125 00 | |
| | | | <hr/> 325 00 |
| | 8. The Electric Fire Apparatus Co... | \$37 50 | |
| | The Fredonia Gas, Fuel & Light Co. | 6 25 | |
| | | | <hr/> 43 75 |
| | 9. The N. Y. Commercial Co. (Limit'd) | \$750 00 | |
| | The American Cleaning Stone Co... | 58 13 | |
| | The Waterloo and Seneca Falls Elec- | | |
| | tric Light and Power Co..... | 18 75 | |
| | Brambier & Co. (Limited)..... | 31 25 | |
| | | | <hr/> 858 13 |
| | 10. The Empire Electric Co..... | \$12 50 | |
| | The Deer Park Electric Light Co., | | |
| | Port Jervis (Limited)..... | 37 50 | |
| | The Sawyer-Man Electric Co..... | 156 25 | |
| | The Long Island City Electric Light | | |
| | Co..... | 250 00 | |
| | | | <hr/> 456 25 |
| | 11. The Cornell Box Co | \$37 50 | |
| | The New York and New Jersey | | |
| | Pressed Brick Co..... | 93 75 | |
| | | | <hr/> 131 25 |
| | 13. The Geo. W. Allen Co..... | \$1 25 | |
| | The Automatic Delivery Co..... | 625 00 | |
| | | | <hr/> 626 25 |
| | 14. The Empire City Electric Co..... | \$12 50 | |
| | The Journal Publishing Co., (Lim- | | |
| | ited) | 6 25 | |
| | | | <hr/> 18 75 |
| | 15. The Townsend Paint Co..... | \$62 50 | |
| | The Consolidated Gas and Fuel Co., | 62 50 | |
| | The Magnus Beck Brewing Co.... | 331 25 | |
| | The J. Parker Read Co..... | 18 75 | |
| | The St. Regis River Lumber Co... | 375 00 | |
| | | | <hr/> 850 00 |
| | 16. The Wire Fabric Co..... | \$25 00 | |
| | The Telephone Business Directory | | |
| | Publishing Co..... | 6 25 | |
| | The Conant Manufacturing Co.... | 62 50 | |
| | The International Tile Co..... | 250 00 | |
| | | | <hr/> 343 75 |
| | Carried forward..... | | <hr/> \$50,348 18 |

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|-------|---|----------|-------------------|
| | Brought forward..... | | \$50,348 18 |
| Sept. | 17. The Puerto Cabello and Orinoco R. R. Co.. | | 125 00 |
| | 18. The Cooke & Cobb Co..... | \$50 00 | |
| | The Telotype Co..... | 250 00 | |
| | The Co-operative Printing Co., Lit- tle Falls | 2 50 | |
| | The Hebrew Journal Co..... | 1 88 | |
| | | <hr/> | 304 38 |
| | 20. The Empire State Iron Co..... | \$156 25 | |
| | The Morand Chemical Co..... | 25 00 | |
| | The American Detective Bureau... | 1 25 | |
| | | <hr/> | 182 50 |
| | 21. The Clove Lake Land and Improve- ment Co..... | \$125 00 | |
| | The New York Quarry Co..... | 125 00 | |
| | | <hr/> | 250 00 |
| | 22. The Southern Westchester Water Co | \$125 00 | |
| | The Lawrence Cement Co..... | 62 50 | |
| | | <hr/> | 187 50 |
| | 23. The Harlem Electric Illuminating Co | \$125 00 | |
| | The Riker Ave. and Sandfords Point R. R. Co..... | 25 00 | |
| | The Sirret Indicating Balance Scale Co | 1 25 | |
| | The Green Seal Tobacco Co..... | 31 25 | |
| | | <hr/> | 182 50 |
| | 24. The Comment Publishing Co..... | \$2 50 | |
| | The Manhattan Wood Carpet Co.. | 125 00 | |
| | The North River Dock Storage and Warehouse Co..... | 6 25 | |
| | The Daily Standard Item Co..... | 12 50 | |
| | The Brush Electric Light and Power Co., Niagara..... | 25 00 | |
| | The N. Y. Cable Railway Construc- tion Co..... | 250 00 | |
| | | <hr/> | 421 25 |
| | 25. The Hobart Water Co..... | \$15 00 | |
| | The Winslow Coupling Co..... | 12 50 | |
| | The Lake Keuka Wine Co..... | 15 00 | |
| | | <hr/> | 42 50 |
| | 27. The Gilbert Manufacturing Co. (increased)..... | | 12 50 |
| | 28. The Krudewig Smokeless Furnace Co..... | \$125 00 | |
| | The Rogers Safety Lock Attach- ment Co..... | 75 00 | |
| | | <hr/> | 200 00 |
| | Carried forward..... | | <hr/> \$52,256 31 |

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|----------------------|---|-------------------------|
| Brought forward..... | | \$52,256 31 |
| Sept. 29. | The South Brooklyn and Flatbush R. R. Co..... | \$625 00 |
| | The Brooklyn Street R. R. Co.... | 250 00 |
| | The Consumers' Gas-Light Co., Hudson..... | 31 25 |
| | The Panama Trading and Develop- ment Co..... | 125 00 |
| | The American Bosom Board Manu- facturing Co..... | 125 00 |
| | New York and Boston Indian Rub- ber Co..... | 125 00 |
| | The Fonda Knitting Co. (Limited). | 62 50 |
| | | <hr/> 1,343 75 |
| | | <hr/> <hr/> \$53,600 06 |

XVII.

REDUCTION OF CAPITAL STOCK.

The capital stock of corporations reduced, during the past fiscal year, under the provisions of chapter 264, Laws of 1878, as amended by chapter 306, Laws of 1882, is shown in the following table:

| NAME OF CORPORATION. | Capital before reduction. | Reduced capital. | Amount of reduction. |
|---|---------------------------|------------------|----------------------|
| Adirondack Pulp Co..... | \$750,000 | \$375,000 | \$375,000 |
| Albany Steam Planing Mill Co..... | 100,000 | 50,000 | 50,000 |
| American Bag Loaning Co., Limited. | 125,000 | 75,000 | 50,000 |
| American Clearing Stone Co..... | 10,000 | 3,500 | 6,500 |
| Angelica Foundry & Machine Co., Limited..... | 25,000 | 12,550 | 12,450 |
| Art Interchange Co..... | 47,000 | 10,700 | 36,300 |
| Bay State Gas Co..... | 5,000,000 | 3,000,000 | 2,000,000 |
| Colorado Central Consolidated Mining Co..... | 3,000,000 | 2,750,000 | 250,000 |
| Davis Quilting Frame Co.. | 150,000 | 110,000 | 40,000 |
| Du Bois Manufacturing Co..... | 1,000,000 | 50,000 | 950,000 |
| Dunbar Box & Lumber Co..... | 60,000 | 10,000 | 50,000 |
| Eden Musee Americain Co..... | 400,000 | 330,000 | 70,000 |
| E. H. Cook Co., Limited..... | 75,000 | 60,000 | 15,000 |
| Fowler Manufacturing Co..... | 250,000 | 150,000 | 100,000 |
| International Bank Note Co..... | 50,000 | 40,000 | 10,000 |
| Merritt Fruit Co., Limited..... | 50,000 | 28,500 | 21,500 |
| National Press Co..... | 150,000 | 30,000 | 120,000 |
| New York Dental Manufacturing Co..... | 75,000 | 60,000 | 15,000 |
| Peurhyn Slate Co..... | 150,000 | 70,000 | 80,000 |
| Scoria Block & Tile Co.. | 1,000,000 | 100,000 | 900,000 |
| Sprague Wagon Manufacturing Co., Limited..... | 20,000 | 18,100 | 1,900 |
| Stanley Corrugated Fire-proof Lathing Co..... | 83,300 | 75,000 | 8,300 |
| Sypher & Co..... | 300,000 | 260,000 | 40,000 |
| Telegraphic Time Co..... | 500,000 | 400,000 | 100,000 |
| Troy Press Co..... | 50,000 | 48,600 | 1,400 |
| Union Shot Co..... | 50,000 | 5,000 | 45,000 |
| United States Equitable Gas Co.. | 2,000,000 | 1,200,000 | 800,000 |
| Woods Lodge Hall Association..... | 7,000 | 6,250 | 750 |
| Total reduction..... | ..... | ..... | \$6,159,100 |

XVIII.

SCHEDULE SHOWING AMOUNTS REPORTED TO THIS OFFICE BY COUNTY TREASURERS, AS RECEIVED BY THEM ON ACCOUNT OF TAX ON COLLATERAL INHERITANCES, FOR THE YEAR ENDING SEPTEMBER 30, 1886; THE AMOUNT OF EXPENSES AND TREASURERS' FEES; ALSO AMOUNT OF PAYMENTS TO STATE TREASURER.

ALBANY COUNTY.

| | | |
|---|---------|----------|
| Received from the estate of Ann Costello | \$19 77 | |
| Received from the estate of Mary A. Stanton.. | 347 42 | |
| | <hr/> | |
| Paid expenses, appraiser's fees | \$26 19 | |
| | <hr/> | |
| Amount paid to State Treasurer..... | | \$340 98 |

BROOME COUNTY.

| | | |
|--|------------|----------|
| Received from the estate of H. P. Brush..... | \$1,797 78 | |
| Received from the estate of Jane Stewart | 7 50 | |
| Received from the estate of Parmelia W. Peter- son | 142 50 | |
| Received from the estate of Caroline M. Burg- hart..... | 288 89 | |
| | <hr/> | |
| Paid expenses, appraisers' fees..... | \$20 50 | |
| | <hr/> | |
| Amount paid to State Treasurer..... | | 2,216 17 |

DELAWARE COUNTY.

| | | |
|---|---------|-------|
| Received from the estate of Mary Douglas.... | \$74 25 | |
| | <hr/> | |
| Amount paid to State Treasurer..... | | 74 25 |

DUTCHESS COUNTY.

| | | |
|--|------------|------------|
| Received from the estate of Isabel M. Hilln.... | \$1,739 97 | |
| Received from the estate of Esther Thorn | 2,025 67 | |
| | <hr/> | |
| Carried forward..... | | \$2,631 40 |

| | |
|--------------------------------------|------------|
| Brought forward | \$2,631 40 |
| Amount paid to State Treasurer..... | 3,577 37 |
| Paid expenses, treasurer's fees..... | \$188 27 |

GREENE COUNTY

| | | |
|---|------------|----------|
| Received from the estate of Abraham Van Vech- ten | \$6,717 48 | |
| Received from the estate of Henry Slingerland. | 648 49 | |
| | <hr/> | |
| Paid expenses, appraiser's fees | \$21 00 | |
| | <hr/> | |
| Amount paid to State Treasurer..... | | 7,344 97 |

HERKIMER COUNTY.

| | | |
|---|------------|----------|
| Received from the estate of Lurillee Brown.... | \$1,510 67 | |
| | <hr/> | |
| Amount paid to State Treasurer..... | | 1,510 67 |

JEFFERSON COUNTY.

| | | |
|---|---------|--------|
| Received from the estate of Catharine Brennan, | \$62 91 | |
| Received from the estate of Wm. D. Middleton, | 142 50 | |
| Received from the estate of John C. Knaff | 9 50 | |
| Received from the estate of Jane E. Buell..... | 14 25 | |
| | <hr/> | |
| Amount paid to State Treasurer..... | | 229 16 |

KINGS COUNTY.

| | | |
|---|------------|-------------|
| Received from the estate of John B. Hutchins.. | \$1,211 25 | |
| Received from the estate of Eliza M. Squire... | 2 50 | |
| Received from the estate of Fannie E. Reid ... | 28 75 | |
| Received from the estate of Eldon Wheeler ... | 50 00 | |
| Received from the estate of Thomas Murphy .. | 575 00 | |
| Received from the estate of Samuel W. Woolsey | 384 11 | |
| Received from the estate of Sarah Oakley..... | 475 00 | |
| | <hr/> | |
| Carried forward..... | | \$15,293 57 |

| | |
|--|-------------|
| Brought forward | \$15,293 57 |
| Received from the estate of John B. Hutchinson and interest..... | \$346 00 |
| Received from the estate of Effie L. Loughton.. | 275 00 |
| Received from the estate of Ann Cochran..... | 190 00 |
| Received from the estate of Hannah E. Brown. | 657 94 |
| Received from the estate of William Beard.... | 50 00 |
| Received from the estate of David Weil..... | 15 00 |
| Received from the estate of G. Kessler. | 25 00 |
| Received from the estate of Ralph A. Hand... | 32 96 |
| Received from the estate of John Antonides... | 50 00 |
| Received from the estate of Catherine McCarll. | 50 00 |
| Received from the estate of Edw. Whitehouse.. | 30 00 |
| <hr/> | |
| Paid expenses, appraiser's fees..... | \$27 00 |
| <hr/> | |
| Paid expenses Treasurer's fees | \$222 41 |
| Amount paid to State Treasurer | 4,199 10 |

MONROE COUNTY.

| | |
|---|---------|
| Received from the estate of Jacob D. Bell..... | \$25 00 |
| <hr/> | |
| Amount paid to State Treasurer | 25 00 |

MONTGOMERY COUNTY.

| | |
|--|--------|
| Received from the estate of Elvira R. Snell.... | \$4 75 |
| <hr/> | |
| Amount paid to State Treasurer..... | 4 75 |

NEW YORK COUNTY.

| | |
|---|------------|
| Received from the estate of Elizabeth Cotheal. | \$1,856 37 |
| Received from the estate of Katherine Cotheal. | 47 50 |
| Received from the estate of Anna D. Varnim.. | 256 85 |

Carried forward..... \$19,522 42

| | | |
|--|------------|-------------|
| Brought forward | | \$19,522 42 |
| Received from the estate of Wm. D. Farwell... | \$475 00 | |
| Received from the estate of Julianna Hendricks | 351 50 | |
| Received from the estate of Celine B. Hosack.. | 39 97 | |
| Received from the estate of Eda Blum..... | 1,790 75 | |
| Received from the estate of Susan E. Loubatt.. | 227 18 | |
| Received from the estate of Robert Colgate... | 63 44 | |
| Received from the estate of Hannah Emanuel.. | 28 92 | |
| Received from the estate of Jeannie A. Morton. | 4,268 64 | |
| Received from the estate of Balthasar Albrecht, on account..... | 103 28 | |
| Received from the estate of Hollis L. Powers.. | 2,695 22 | |
| Received from the estate of Sarah A. Flostroy. | 444 13 | |
| Received from the estate of Marie Maniort, and interest..... | 286 10 | |
| Received from the estate of Christian Winschen- meyer, and interest... | 117 31 | |
| Received from the estate of Jane Middleton... | 1,341 73 | |
| Received from the estate of Charlotte W. Panon, on account..... | 14,242 50 | |
| <hr/> | | |
| Paid expenses, appraiser's fees..... | \$205 66 | |
| Amount paid to State Treasurer..... | | 26,998 95 |
| Amount retained by Comptroller..... | \$1,431 78 | |

ONEIDA COUNTY.

| | |
|---|---------|
| Received from the estate of George W. Chad- wick..... | \$54 63 |
| Received from the estate of Maurice Richards.. | 53 53 |
| Received from the estate of M. W. Bicknell... | 150 00 |

Carried forward..... \$46,521 37

| | | |
|---|---------|-------------|
| Brought forward | | \$46,521 37 |
| Received from the estate of Betsey Carlon..... | \$28 63 | |
| Received from the estate of Lena E. Fulton.... | 24 70 | |
| Received from the estate of Isaac Freeman.... | 20 00 | |
| Received from the estate of Adelia Blair..... | 20 00 | |

| | | |
|-------------------------------------|--|--------|
| Amount paid to State Treasurer..... | | 351 49 |
|-------------------------------------|--|--------|

ONONDAGA COUNTY.

| | | |
|--|----------|--|
| Received from the estate of John Leslie, Jr.... | \$152 79 | |
|--|----------|--|

| | | |
|--------------------------------------|--------|--|
| Paid expenses, appraiser's fees..... | \$3 00 | |
|--------------------------------------|--------|--|

| | | |
|-------------------------------------|--|--------|
| Amount paid to State Treasurer..... | | 149 79 |
|-------------------------------------|--|--------|

ONTARIO COUNTY.

| | | |
|--|---------|--|
| * Received from the es- tate of Mary C. Olm- stead | \$13 07 | |
|--|---------|--|

| | | |
|---|-------|--|
| Received from the estate of Betsey P. Hall.... | 20 00 | |
|---|-------|--|

| | | |
|---|-------|--|
| Received from the estate of Oliver Bird..... | 19 00 | |
|---|-------|--|

| | | |
|---|--------|--|
| Received from the estate of Zachariah Spangle, | 203 14 | |
|---|--------|--|

| | | |
|--------------------------------------|--------|--|
| Paid expenses, appraiser's fees | \$3 00 | |
|--------------------------------------|--------|--|

| | | |
|--------------------------------------|---------|--|
| Paid expenses, Treasurer's fees..... | \$12 81 | |
|--------------------------------------|---------|--|

| | | |
|-------------------------------------|--|--------|
| Amount paid to State Treasurer..... | | 239 40 |
|-------------------------------------|--|--------|

ORANGE COUNTY.

| | | |
|---|----------|--|
| Received from the estate of Sarah E. Godfrey.. | \$286 43 | |
|---|----------|--|

| | | |
|-------------------------------------|--|--------|
| Amount paid to State Treasurer..... | | 286 43 |
|-------------------------------------|--|--------|

ORLEANS COUNTY.

| | | |
|---|----------|--|
| Received from the estate of James Mandaville.. | \$109 86 | |
|---|----------|--|

| | | |
|---|--------|--|
| Received from the estate of Elizabeth Sawyer.. | 166 25 | |
|---|--------|--|

| | | |
|-----------------------|--|-------------|
| Carried forward | | \$47,548 48 |
|-----------------------|--|-------------|

| | | |
|--|--------|-------------|
| Brought forward | | \$47,543 43 |
| Received from the estate of J. J. V. Schuyler.. | \$4 75 | |
| Received from the estate of Philena Bacon | 62 94 | |
| <hr/> | | |
| Paid expenses, appraiser's fees | \$6 00 | |
| <hr/> | | |
| Amount paid to State Treasurer..... | | 337 80 |

QUEENS COUNTY.

| | | |
|--|--------|------|
| Received from the estate of Eliza R. Bowne... | \$7 95 | |
| <hr/> | | |
| Amount paid to State Treasurer..... | | 7 95 |

RENSSELAER COUNTY.

| | | |
|--|----------|--|
| Received from the estate John Fitzpatrick..... | \$7 13 | |
| Received from the estate of Henry Kilmer..... | 117 98 | |
| Received from the estate of Maria Shaw..... | 92 32 | |
| Received from the estate of John J. Hermance. | 449 44 | |
| Received from the estate of John B. Pierson... | 2,251 77 | |
| Received from the estate of Lucretia Jones.... | 10 75 | |
| Received from the estate of Mary Younghans... | 94 64 | |
| Received from the estate of Martha Delevan... | 5 68 | |
| Received from the estate of Harriet Ensign.... | 25 08 | |
| Received from the estate of Henry Kilmer..... | 23 75 | |
| Received from the estate of Henry W. Hazzard. | 148 02 | |
| Received from the estate of Fanny Shaver..... | 12 88 | |
| Received from the estate of Eliza Doolittle.... | 108 69 | |
| Received from the estate of Eliza Slade..... | 26 13 | |
| Received from the estate of Hannah Atwood... | 122 11 | |
| Received from the estate of Henry Sheldon.... | 1,882 90 | |

Carried forward..... \$47,894 23

| | | | |
|--|----------|----------|-------------|
| Brought forward..... | | | \$47,894 23 |
| Received from the estate of Mary A. Smith.... | \$31 58 | | |
| Received from the estate of Isaac B. Button... | 428 20 | | |
| Received from the estate of Mary Fitzpatrick.. | 7 14 | | |
| Received from the estate of Sarah H. Whitlock, | 5 10 | | |
| <hr/> | | | |
| Paid expenses, Treasurers and Ap- praiser's fees..... | \$404 50 | \$292 59 | |
| <hr/> | | | |
| Amount paid to State Treasurer. | | | 5,154 15 |

SARATOGA COUNTY.

| | | | |
|---|---------|--|--------|
| Received from the estate of Malenda Williams. | \$95 00 | | |
| Received from the estate of Priscilla F. Melville, | 195 12 | | |
| Received from the estate of Anna Boelinger... | 50 00 | | |
| Received from the estate of Malendo Williams. | 76 21 | | |
| <hr/> | | | |
| Paid expenses, appraiser' fees..... | \$3 00 | | |
| Paid expenses, treasurer's fees..... | \$20 81 | | |
| Amount paid to State Treasurer..... | | | 392 52 |

SENECA COUNTY.

| | | | |
|--|----------|--|----------|
| Received from the estate of Eleanor Van Dorn. | \$7 13 | | |
| Received from the estate of Albert Cook..... | 1,082 95 | | |
| Received from the estate of Peter Moses..... | 95 00 | | |
| <hr/> | | | |
| Amount paid to State Treasurer..... | | | 1,185 08 |

ST. LAWRENCE COUNTY.

| | | | |
|---|---------|--|-------------|
| Received from the estate of Gustavus Wakefield | \$20 00 | | |
| <hr/> | | | |
| Amount paid to State Treasurer..... | | | 20 00 |
| <hr/> | | | |
| Carried forward..... | | | \$54,645 98 |

Brought forward \$54,645 98

SUFFOLK COUNTY.

Received from the estate
of Israel Corse..... \$1,022 90

Received from the estate
of J. Stuart Petty.... 382 95

Received from the estate
of Harriet Terry..... 159 00

Received from the estate
of Amanda Wells.... 384 75

Received from the estate
of Thomas Lester.... 15,543 00

Amount paid to State Treasurer..... 16,392 92

Amount retained County Treasurer elected in
1884..... \$1,099 68

TIOGA COUNTY.

Received from the estate
of Orin Truman.....\$12,350 00

Amount paid to State Treasurer..... 12,350 00

ULSTER COUNTY.

Received from the estate
of Catherine Bruyn.. \$95 00

Received from the estate
of Catherine Ludlum. 40 00

Received from the estate
of Ann Burhans..... 500 00

Received from the estate
of Mary Tappen..... 41 82

Paid expenses, appraiser's fees..... \$9 00

Amount paid to State Treasurer..... 667 82

WYOMING COUNTY.

Received from the estate
of Mary A. Barnett.. \$76 00

Paid expenses, appraiser's fees..... \$3 80

Amount paid to State Treasurer..... 72 20

Total payments to State Treasurer..... \$84,128 92

XIX.

ONONDAGA SALT SPRINGS.

OFFICE OF SUPERINTENDENT OF THE ONONDAGA SALT SPRINGS. }
October 7, 1886. }

Hon. ALFRED C. CHAPIN,

Comptroller of the State of New York, Albany:

SIR :—In compliance with chapter 346 of the Laws of 1859, I have the honor to report to you as therein provided, that the amount of salt inspected on the Salt Springs Reservation of Onondaga for the fiscal year ending the twenty-fifth day of September last, was six millions five hundred thirteen thousand five hundred and two bushels, and the duties received thereon sixty-five thousand one hundred and thirty-five and fifty-eight one-hundredths dollars. There was also received the further sum of one hundred and thirty dollars for rents, making the total sum of sixty-five thousand two hundred and sixty-five and fifty-eight one-hundredths dollars. The amount expended during the same period, was sixty-eight thousand one hundred and two and twenty-seven one-hundredths dollars, showing an excess of expenditures over receipts of twenty-eight hundred and thirty-six and sixty-nine one-hundredths dollars.

Agreeably with the same law, I estimate the expenses for all purposes for the ensuing year, the sum of sixty-three thousand dollars.

For a more perfect understanding of the details of this report, your attention is respectfully invited to the annexed tables.

Respectfully yours,

P. J. BRUMELKAMP,
Superintendent.

Quantity of salt inspected for the fiscal year ending September 30, 1886, on the Onondaga Salt Springs Reservation, and the amount of duties collected thereon and heretofore reported monthly to the Comptroller as follows:

| 1885. | Bushels. Lbs. | Amount. |
|-----------------|--------------------|-------------------|
| October | 936582-03 | \$9,365 87 |
| November | 790591-55 | 7,905 91 |
| December | 524074-38 | 5,240 87 |
| 1886. | | |
| January | 227451-31 | 2,274 53 |
| February | 148812-02 | 1,488 11 |
| March | 230071-30 | 2,300 73 |
| April | 277380-54 | 2,773 93 |
| May | 489758-44 | 4,897 73 |
| June | 819690-02 | 8,196 91 |
| July | 629969-03 | 6,299 76 |
| August | 681127-32 | 6,811 33 |
| September | 757992-15 | 7,579 90 |
| | <hr/> 6,513,502-29 | <hr/> \$65,135 58 |

Abstract of expenditures for the fiscal year ending September 25, 1886, by P. J. Brumelkamp, Superintendent of the Onondaga Salt Springs Reservation, as follows:

| | |
|---|-------------------|
| Amount expended in the month of October, 1885.... | \$13,098 38 |
| November and December, 1885..... | 8,856 07 |
| January and February, 1886..... | 6,147 13 |
| March and April, 1886..... | 12,823 74 |
| May and June, 1886..... | 14,521 22 |
| July and August, 1886..... | 8,332 93 |
| September, 1886..... | 4,322 80 |
| | <hr/> \$68,102 27 |

The following is an estimate in detail of the amount of money which will be necessary to expend for the support of the salt springs for the fiscal year commencing September 27, 1887:

ESTIMATE.

| | |
|--------------------------------|-------------------|
| For salaries..... | \$25,000 00 |
| For labor and teaming..... | 7,500 00 |
| For machinery and repairs..... | 6,000 00 |
| For engineers..... | 6,000 00 |
| For coal..... | 15,000 00 |
| For hardware and oil..... | 1,500 00 |
| For lumber..... | 500 00 |
| For miscellaneous..... | 1,500 00 |
| | <hr/> \$63,000 00 |

XX.

CORNELL UNIVERSITY, TREASURER'S OFFICE, }
ITHACA, N. Y., *December 4, 1886.* }

Hon. ALFRED C. CHAPIN, *Comptroller of the State of New York:*

SIR. — In pursuance of the requirements of chapter 481 of the Laws of 1886, I, Emmons L. Williams, Treasurer of the Cornell University, respectfully report that, for the year ending November 1, 1886, contracts for the sale of land, and of pine timber (land reserved) were made as follows:

| | |
|---|-------------|
| For 320 acres of land, for the price of..... | \$1,200 00 |
| For the pine timber on $3,811\frac{76}{100}$ acres, for | 37,705 00 |
| Value of railroad right of way..... | 36 44 |
| Value of school-house site | 10 00 |
| Value of pine timber cut by trespassers | 358 00 |
| | <hr/> |
| | \$39,309 44 |
| | <hr/> <hr/> |

| | |
|---|--------------|
| The cash receipts, during the same period, on account of above, and of sales heretofore reported, were... | \$490,699 30 |
| The cash disbursements, during the same period, on account of taxes and necessary expenses, were | 23,398 54 |
| | <hr/> <hr/> |

Respectfully submitted,

EMMONS L. WILLIAMS,
Treasurer.

STATE OF NEW YORK, }
TOMPKINS COUNTY, } ss. :

Emmons L. Williams, being duly sworn, deposes and says he is the Treasurer of Cornell University; that he has read the foregoing report, and carefully examined the books and accounts upon which it is founded, and that the same is correct and true to the best of his knowledge and belief.

EMMONS L. WILLIAMS.

Sworn before me this 4th day }
of December, 1886. }

HORACE MACK,
Notary Public.

APPENDIX I.

CONCURRENT RESOLUTION PROPOSING AN AMENDMENT TO SECTION ONE OF ARTICLE NINE OF THE CONSTITUTION RELATING TO THE CAPITAL AND REVENUE OF CERTAIN TRUST FUNDS.

Resolved (if the Assembly concur), That section 1 of article 9 of the Constitution be amended so as to read as follows :

SECTION 1. The capital of the Literature Fund, and the capital of the United States Deposit Fund shall be, respectively, preserved inviolate. The revenue of the said Literature Fund shall be applied to the support of academies. So soon after January 1, in the year of 1888, as good judgment may dictate, the Comptroller shall convert the capital of the Common School Fund into cash, which shall be paid into the treasury and be applied in reduction of direct taxation.

APPENDIX II.

AN ACT FOR THE TAXATION OF THE INDEBTEDNESS OF CORPORATIONS, JOINT-STOCK COMPANIES AND ASSOCIATIONS.

The People of the State of New York, represented in Senate and Assembly, do enact as follows :

SECTION 1. Hereafter it shall be the duty of the treasurer of each corporation, joint-stock company or association incorporated or organized by or under the laws of this State, or the laws of any other State, and doing business in this State, and paying interest upon any scrip, bonds or certificates of indebtedness issued by said corporation, joint-stock company or association, to report annually, in the month of November, to the Comptroller, the amount of such scrip, bonds or certificates of indebtedness owned by residents of this State, as nearly as can be ascertained, under oath of the president or treasurer of said corporation, joint-stock company or association ; and said corporation, joint-stock company or association shall pay to the Comptroller, within fifteen days after the first day of January next thereafter, a tax upon such scrip, bonds or certificates of indebtedness at a rate of one-quarter mill on each dollar of par value thereof for each one per centum of interest payable upon such scrip, bonds or certificates of indebtedness, and said corporation, joint-stock company or association may deduct the said tax so paid on the interest payable by it to the holders of such scrip, bonds or certificates of indebtedness ; for every failure to report or pay as aforesaid, the Comptroller shall add ten per cent as a penalty to the said tax, and shall charge interest at the rate of six per cent per annum until the same shall be paid.

§ 2. Whenever any corporation, joint-stock company or association aforesaid liable to make reports to the Comptroller, under any of the provisions of this act, shall neglect or refuse to make such report or

reports within the time prescribed by this act, or shall make such report as shall be unsatisfactory to the Comptroller, the Comptroller is authorized to examine, or cause to be examined, the books and records of any such corporation, joint-stock company or association, and to fix and determine the amount of tax and penalty due in pursuance of the provisions of this act, either from the said books and records, or from any other data in his possession which shall be satisfactory to him, and to settle an account for said tax and penalty, together with the expenses of such examination, against said corporation, joint-stock company or association.

§ 3. All accounts due for taxes under the provisions of this act shall include and bear interest from a date thirty days after the day upon which the tax became payable and until full payment thereof shall be made. Said tax shall be a lien upon and shall bind the real and personal estate of the corporation, joint-stock company or association from the day upon which the same becomes payable.

§ 4. It shall be the duty of the Comptroller after making against any corporation, joint-stock company or association liable to taxation under this act, the settlement of such taxes, to forthwith send notice thereof, in writing, to such corporation, joint-stock company or association, which notice may be sent by mail to the post-office address of such corporation, joint-stock company or association.

§ 5. After the expiration of thirty days from the service by the Comptroller of notice of the settlement aforesaid, it shall be lawful for the Comptroller to issue his warrant or warrants under his hand and seal of office directed to the sheriff of any county in this State, commanding him to levy upon and sell the goods and chattels, lands and tenements of the said corporation, joint-stock company or association found within the said county, for the payment of the amount of said settlement, together with interest thereon and cost of executing such warrant, and to return the said warrant to the Comptroller, and pay to the State Treasurer the money which shall be collected by virtue thereof, by a certain time therein to be specified, not less than sixty days from the date of such warrant, and the sheriff to whom such warrant shall be directed shall proceed upon the same in all respects with the like effect and in the same manner as prescribed by law in respect to executions issued against property upon judgments rendered by a court of record, and shall be entitled to the same fees and costs for his services in executing the sale, to be collected in the same manner.

§ 6. The taxes imposed by this act, and the revenue derived therefrom shall be paid into the treasury for account of the general fund, and shall be applicable to the payment of the ordinary and current expenses of the State, and if any corporation, joint-stock company or association shall neglect or refuse to pay any tax by this act required to be paid, the same may be sued for in the name of the people of the State, and recovered in any court of competent jurisdiction, in an action to be brought by the Attorney-General at the instance of the Comptroller, this remedy to be additional to that already given herein.

§ 7. The scrip, bonds, **certificates** or other forms of corporate indebtedness upon which a tax is herein imposed shall not be liable to any other or further taxation for State purposes ; and all laws now in

force imposing such taxation are hereby repealed in so far as they impose such taxation.

§ 8. No writ of *certiorari* to review a settlement by the Comptroller for a tax authorized by this act shall be granted except application therefor be made within thirty days after service upon the corporation, joint-stock company or association by the Comptroller of notice of such settlement. Nor shall any such writ be granted unless the papers on which motion therefor is to be made, including the notice of motion, shall have been served upon the Comptroller at least eight days before making such motion, nor unless the corporation, joint-stock company or association applying for such writ shall, before making such motion, have deposited with the State Treasurer the full amount of such settlement, and filed with him an undertaking in such an amount and with such sufficient sureties as shall be approved by a justice of the Supreme Court, to the effect that if said writ be vacated and the settlement sustained the applicant will make payment of all costs and charges which may accrue against such applicant in the prosecution of such writ, including costs of all appeals.

§ 9. In making the report to the Comptroller hereinbefore provided for, it shall be the duty of the officer of any corporation, joint-stock company or association, organized or incorporated under the laws of this State, who shall make such report, to presume in the first instance that all of said bonds, scrip or certificates of indebtedness so issued by said corporation, joint-stock company or association, upon which interest is payable as aforesaid, is held and owned by residents of this State, and from such sum he shall deduct only the amount of such scrip, bonds or certificates of indebtedness as are known to said officer to belong to persons not resident of this State.

§ 10. This act shall take effect immediately.

APPENDIX III.

AN ACT TO AMEND CHAPTER FOUR HUNDRED AND EIGHTY-THREE OF THE LAWS OF EIGHTEEN HUNDRED AND EIGHTY-FIVE, ENTITLED "AN ACT TO TAX GIFTS, LEGACIES AND COLLATERAL INHERITANCES IN CERTAIN CASES," PASSED JUNE FIFTH, EIGHTEEN HUNDRED AND EIGHTY-FIVE.

The People of the State of New York, represented in Senate and Assembly, do enact as follows :

SECTION 1. Chapter four hundred and eighty-three of the Laws of eighteen hundred and eighty-five, entitled "An act to tax gifts, legacies and collateral inheritances in certain cases," is hereby amended so as to read as follows:

§ 1. After the passage of this act all property which shall pass by will or by the intestate laws of this State, from any person who may die seized or possessed of the same while a resident of this State, or *if such decedent was not a resident of this State* at the time of death, which property, or any part thereof, shall be within this State, or any interest therein, or income therefrom *which shall be* transferred by deed, grant, sale or gift, made or intended to take effect in possession or

enjoyment after the death of the grantor or bargainor, to any person or persons, or to any body politic or corporate, in trust or otherwise, (or by any reason whereof any person or body politic or corporate shall become beneficially entitled, in possession or expectancy, to any property or to the income thereof), other than to or for the use of a father, mother, husband, wife, child, brother, sister, the wife or widow of a son, or the husband of a daughter, or any child or children adopted as such in conformity with the laws of the State of New York, and any lineal descendant of such decedent born in lawful wedlock, or the societies, corporations and institutions now exempted by law from taxation by reason whereof any such person or corporation shall become beneficially entitled, in possession or expectancy, to any such property or to the income thereof, shall be and is subject to a tax of five dollars on every hundred dollars of the clear market value of such property, and at and after the same rate for any less amount, to be paid to the treasurer of the proper county, and in the city and county of New York to the comptroller thereof, for the use of the State and all administrators, executors and trustees shall be liable for any and all such taxes until the same shall have been paid as hereinafter directed, provided that an estate which may be valued at a less sum than five hundred dollars shall not be subject to such duty or tax.

§ 2. When any person shall bequeath or devise any property or interest therein, or income therefrom, to a father, mother, husband, wife, child, brother, sister, the *wife or* widow of a son, *the husband of a daughter*, or any child or children adopted as such in conformity with the laws of the State of New York, or a lineal descendant of such decedent born in lawful wedlock, or a lineal descendant *of such person*, during life or for a term of years, and the remainder to a collateral heir of the decedent, or to a stranger in the blood, or to a body politic or corporate at their decease, or on the expiration of such term, the property so passing shall be appraised, immediately after the death of the decedent, at what was the fair market value thereof at the time of the death of the decedent, in the manner hereinafter provided, and after deducting therefrom the value of said life estate, or term of years, the tax prescribed by this act on the remainder shall be immediately due and payable to the treasurer of the proper county, and in the city or county of New York to the comptroller thereof, and, together with the interest thereon, shall be and remain a lien on said property until the same is paid; provided that the person or persons, or body politic or corporate beneficially interested in the property chargeable with said tax, may elect not to pay the same until they shall come into the actual possession or enjoyment of such property, and in that case such person or persons, or body politic or corporate, shall give a bond to the people of the State of New York in a penalty three times the amount of the tax arising upon personal estate, with such sureties as the surrogate of the proper county may approve, conditioned for the payment of said tax and interest thereon at such time or period as they or their representatives may come into the actual possession or enjoyment of such property, which bond shall be filed in the office of the surrogate of the proper county; provided further that such person shall make a full verified return of such property to said surrogate, and file the same in his office within one

year from the death of the decedent, and within that period enter into such security and renew the same every five years.

§ 3. Whenever a decedent appoints or names one or more executors or trustees and makes a bequest or devise of property to them in lieu of their commissions or allowances which otherwise would be liable to said tax, or appoints them his residuary legatees, and said bequest, devises or residuary legacies exceed what would be a reasonable compensation for their services, such excess shall be liable to said tax, and the surrogate's court having jurisdiction in the case shall fix such compensation.

§ 4. All taxes imposed by this act, unless otherwise herein provided for, shall be due and payable at the death of the decedent, and if the same are paid within one year, interest at the rate of six per cent. per annum shall be charged and collected thereon, but if not so paid, interest at the rate of ten per cent. per annum shall be charged and collected from the time said tax accrued; provided, that if said tax is paid within six months from the accruing thereof, interest shall not be charged or collected thereon, but a discount of five per cent. shall be allowed and deducted from said tax, and in all cases where the executors, administrators or trustees do not pay such tax within one year from the death of the decedent, they shall be required to give a bond in the form and to the effect prescribed in section two of this act for the payment of said tax, together with interest.

§ 5. The penalty of ten per cent. per annum imposed by section four hereof for the non-payment of said tax shall not be charged where in cases by reason of claims made upon the estate, necessary litigation or other unavoidable cause of delay, the estate of any decedent, or a part thereof, cannot be settled at the end of a year from the death of the decedent, and in such cases only six per cent. per annum shall be charged upon the said tax from the expiration of such year until the cause of such delay is removed.

§ 6. Any administrator, executor or trustee having in charge or trust any legacy or property for distribution subject to the said tax shall deduct the tax therefrom, or if the legacy or property be not money, he shall collect the tax thereon upon the appraised value thereof from the legatee or person entitled to such property, and he shall not deliver or be compelled to deliver any specific legacy or property subject to tax to any person, until he shall have collected the tax thereon; and whenever any such legacy shall be charged upon or payable out of real estate, the heir or devisee, before paying the same, shall deduct said tax therefrom, and pay the same to the executor, administrator or trustee, and the same shall remain a charge on such real estate until paid, and the payment thereof shall be enforced by the executor, administrator or trustee in the same manner that the payment of such legacy might be enforced; if, however, such legacy be given in money to any person for a limited period, he shall retain the tax upon the whole amount, but if it be not in money, he shall make application to the court having jurisdiction of his accounts, to make an apportionment, if the case require it, of the sum to be paid into his hands by such legatees, and for such further order relative thereto as the case may require.

§ 7. All executors, administrators and trustees shall have full power

to sell so much of the property of the decedent as will enable them to pay said tax, in the same manner as they may be enabled by law to do for the payment of debts of their testators and intestates, and the amount of said tax shall be paid as hereinafter directed.

§ 8. Every sum of money retained by any executor, administrator or trustee, or paid into his hands for any tax on any property, shall be paid by him within thirty days thereafter, to the treasurer of the proper county, or in the city and county of New York to the comptroller thereof, and the said treasurer or comptroller shall give, and every executor, administrator or trustee shall take duplicate receipts from him of such payment; one of which receipts he shall immediately send to the comptroller of the State, whose duty it shall be to charge the treasurer or comptroller so receiving the tax with the amount thereof, and shall seal said receipt with the seal of his office, and countersign the same and return it to the executor, administrator or trustee, whereupon it shall be a proper voucher in the settlement of his accounts; but an executor, administrator or trustee shall not be entitled to credits in his accounts nor be discharged from liability for such tax unless he shall produce a receipt so sealed and countersigned by the comptroller, or a copy thereof certified by him.

§ 9. Whenever any of the real estate of which any decedent may die seized shall pass to any body politic or corporate, or to any person or persons other than the father, mother, husband, wife, lawful issue, *brother, sister*, wife or widow of a son, or husband of a daughter, or any child or children adopted as such in conformity with the laws of the State of New York, *of such decedent*, or in trust for them or some of them, it shall be the duty of the executors, administrators or trustees of such decedent to give information thereof in writing to the treasurer or comptroller of the county where such real estate is situate, within six months after they undertake the execution of their respective duties, or, if the fact be not known to them within that period, then within one month after the same shall have come to their knowledge.

§ 10. Whenever any debts shall be proven against the estate of a decedent, after the payment of legacies or distribution of property from which the said tax has been deducted, or upon which it has been paid, and a refund is made by the legatee, devisee, heir or next of kin, a proportion of the tax so paid shall be repaid to him by the executor, administrator or trustee, if the said tax has not been paid to the county treasurer, comptroller, or to the state treasurer, or by them if it has been so paid.

§ 11. Whenever any foreign executor or administrator shall assign or transfer any stocks or loans in this State, standing in the name of a decedent, or in trust for a decedent, which shall be liable to the said tax, such tax shall be paid to the treasurer or comptroller of the proper county on the transfer thereof, otherwise the corporation permitting such transfer shall become liable to pay such tax, provided that such corporation has knowledge before such transfer that said stocks or loans are liable to said tax.

§ 12. When any amount of said tax shall have been paid erroneously to the State treasurer, it shall be lawful for him, on satisfactory proof rendered to the comptroller by said county treasurer or comptroller

of such erroneous payment, to refund and pay to the executor, administrator, person or persons who have paid any such tax in error, the amount of such tax so paid, provided that all such applications for the repayment of such tax shall be made within two years from the date of such payment.

§ 13. In order to fix the value of property of persons whose estates shall be subject to the payment of said tax, the surrogate, on the application of any interested party, or upon his own motion, shall appoint some competent person as appraiser as often as and whenever occasion may require, whose duty it shall be forthwith to give such notice by mail, and to such persons as the surrogate may by order direct, of the time and place he will appraise such property; and, at such time and place, to appraise the same at its fair market value, and make a report thereof in writing to said surrogate, together with such other facts in relation thereto as said surrogate may by order require to be filed in the office of such surrogate; and from this report the said surrogate shall forthwith assess and fix the then cash value of all estates, annuities and life estates or terms of years growing out of said estate, and the tax to which the same is liable, and shall immediately give notice thereof by mail to all parties known to be interested therein. Any person or persons dissatisfied with said appraisement or assessment may appeal therefrom to the surrogate of the proper county within sixty days after the making and filing of such assessment, on paying, or giving security approved by the surrogate to pay all costs, together with whatever tax shall be fixed by said court. The said appraiser shall be paid by the county treasurer or comptroller out of any funds he may have in his hands on account of said tax, on the certificate of the surrogate, at the rate of three dollars per day for every day actually and necessarily employed in said appraisement, together with his actual and necessary traveling expenses.

§ 14. Any appraiser appointed by virtue of this act who shall take any fee or reward from any executor, administrator, trustee, legatee, next of kin or heir of any decedent, or from any other person liable to pay said tax, or any portion thereof, shall be guilty of a misdemeanor, and upon conviction in any court having jurisdiction of misdemeanors, he shall be fined not less than two hundred and fifty dollars nor more than five hundred dollars, and imprisoned not exceeding ninety days, and in addition thereto the surrogate shall dismiss him from such service.

§ 15. The surrogate's court in the county in which the real property is situate of a decedent who was not a resident of the State or in the county of which the decedent was a resident at the time of his death, shall have jurisdiction to hear and determine all questions in relation to the tax arising under the provisions of this act, and the surrogate first acquiring jurisdiction hereunder shall retain the same to the exclusion of every other.

§ 16. If it shall appear to the surrogate's court that any tax accruing under this act has not been paid according to law, it shall issue a citation citing the persons interested in the property liable to the tax to appear before the court on a day certain, not more than three months after the date of such citation, and show cause why said tax should not be paid. The service of such citation and the time, manner

and proof thereof and fees therefor, and the hearing and determination thereon, and the enforcement of the determination or decree shall conform to the provisions of the Code of Civil Procedure, for the service of citations now issuing out of surrogates' courts, and the hearing and determination thereon and its enforcement. And the surrogate or clerk of the surrogate's court shall upon the request of the district attorney, treasurer of the county or comptroller of the county of New York, furnish, without fee, one or more transcripts of such decree, as provided in section twenty-five hundred and fifty-three of the Code of Civil Procedure, and the same shall be docketed and filed by the county clerk of any county in the State without fee, in the same manner and with the same effect as provided by said section for filing and docketing transcripts of decrees of such courts.

§ 17. Whenever the treasurer or comptroller of any county shall have reason to believe that any tax is due and unpaid under this act, after the refusal or neglect of the persons interested in the property liable to said tax to pay the same, he shall notify the district attorney of the proper county, in writing, of such failure to pay such tax, and the district attorney so notified, if he have probable cause to believe a tax is due, and unpaid, shall prosecute the proceeding in the surrogate's court in the proper county, as provided in section sixteen of this act for the enforcement and collection of such tax. All costs awarded by such decree that may be collected after the collection and payment of the tax to the treasurer or comptroller of the proper county may be retained by the district attorney hereafter elected or appointed for his own use.

§ 18. The surrogate and county clerk of each county shall, every three months, make a statement in writing to the county treasurer or comptroller of his county of the property from which or the party from whom he has reason to believe a tax under this act is due and unpaid.

§ 19. Whenever the surrogate of any county shall certify that there was probable cause for issuing a citation and taking the proceedings specified in section seventeen of this act, the State treasurer shall pay or allow to the treasurer or comptroller of any county all expenses incurred for services of citation and his other lawful disbursements that have not otherwise been paid.

§ 20. The comptroller of the State shall furnish to each surrogate a book in which he shall enter the returns made by appraisers, the cash value of annuities, life estates and terms of years and other property fixed by him, and the tax assessed thereon, and the amounts of any receipts for payments thereon filed with him, which books shall be kept in the office of the surrogate as a public record.

§ 21. The treasurer of each county and the comptroller of the county of New York shall collect and pay the State treasurer all taxes that may be due and payable under this act, who shall give him a receipt therefor, of which collection and payment he shall make a report under oath to the comptroller on the first Monday in March and September of each year, stating for what estate paid, and in such form and containing such particulars as the comptroller may prescribe; and for all such taxes collected by him and not paid to the State

treasurer by the first day of October and April of each year, he shall pay interest at the rate of ten per cent. per annum.

§ 22. The treasurer of each county shall be allowed to retain five per cent. on all taxes paid and accounted for by him under this act, in addition to his salary or fees now allowed by law, and the comptroller of the city and county of New York shall be allowed to retain one per cent. on all taxes paid and accounted for by him under this act in addition to his salary or fees now allowed by law.

§ 23. Any person or body politic, or corporate, shall, upon payment of the sum of fifty cents, be entitled to a receipt from the county treasurer of any county, or comptroller of the county of New York, or a copy of the receipt, at his option, that may have been given by said treasurer or comptroller for the payment of any tax under this act, to be sealed with the seal of his office, which receipt shall designate on what real property, if any, of which any decedent may have died seized, said tax has been paid, and by whom paid, and whether or not it is in full of said tax, and said receipt may be recorded in the clerk's office of the county in which said property is situate, in a book to be kept by said clerk for such purpose which shall be labeled "collateral tax."

§ 24. *All taxes levied and collected under this act shall be paid into the treasury of the State for the uses of the State, and shall be applicable to the payment of the general expenses of the State government and to such other purposes as the legislatures may by law direct.*

§ 25. *This act shall take effect immediately.*

APPENDIX IV.

AN ACT TO REQUIRE ALL CORPORATIONS TO MAKE REPORTS TO THE COMPTROLLER.

SECTION 1. Hereafter no institution or company, incorporated or organized by or under any law of this State, general or special, or incorporated or organized under the laws of any other State or country and doing business in this State, shall go into operation without first having the name of the institution or company, the date of incorporation or organization, the act or authority under which incorporated or organized, the place of business, the post-office address, and names of the president, secretary and treasurer, the amount of capital authorized by its charter, and the amount of capital paid into the treasury of the company, registered in the office of the comptroller; and every institution or company now engaged in business in this State shall, within ninety days after the passage of this act, register as herein required in the office of the comptroller.

§ 2. No corporation which shall neglect to make the report required by the first section of this act shall have the right to sue, appear in or prosecute any action or proceeding in any court of this State until such corporation shall first have obtained from the comptroller a certificate that such report has been fully and duly made at a later date, and that the corporation has indemnified the State for all damage or loss incurred by the State through such neglect; and has

in addition, if, in the judgment of the comptroller, such neglect was willful, paid a penalty of ten dollars for each and every business day after the first day of February in said year and before such report was received by the comptroller.

§ 3. This act shall not apply to corporations organized under the laws of the United States.

§ 4. This act shall take effect immediately.

APPENDIX V.

AN ACT IN RELATION TO THE REGISTRY OF BOATS NAVIGATING THE CANALS OF THIS STATE.

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

SECTION 1. All the powers and duties of the Comptroller in relation to the registry of boats navigating the canals of this State, and to the changing of the registered names of such boats are hereby transferred to and made incumbent upon the Superintendent of Public Works.

§ 2. This act shall take effect immediately.

APPENDIX VI.

AN ACT TO AUTHORIZE THE COMMISSIONERS OF THE CANAL FUND TO INVEST SAID FUND IN TAXES LEVIED BY THE LEGISLATURE.

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

SECTION 1. The commissioners of the canal fund may from time to time invest any of the moneys in the sinking fund or other canal funds not needed for immediate expenditure in any tax levied by the Legislature for canal purposes; such investments to be repaid with interest at a rate not to exceed four per cent. per annum as soon as the money from the said tax shall be received in the treasury.

§ 2. This act shall take effect immediately.

APPENDIX VII.

AN ACT IN RELATION TO THE TRUST FUNDS OF THIS STATE.

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

SECTION 1. In addition to the investments, now authorized by law, of the principal of the Common School Fund, the Literature Fund, and the United States Deposit Fund, the Comptroller may hereafter invest the principal of the said funds in the public securities of the villages, towns, cities and counties of this State, and may also hereafter, with the concurrence of the commissioners of the canal fund, and upon such terms as shall be approved by them, transfer to the

canal debt sinking fund, in exchange for securities held in said fund, any securities held for said Common School Fund, Literature Fund, or United States Deposit Fund.

§ 2. This act shall take effect immediately.

APPENDIX VIII.

AN ACT TO AMEND CHAPTER TWO HUNDRED AND FIVE OF THE LAWS OF EIGHTEEN HUNDRED AND EIGHTY-THREE, ENTITLED "AN ACT TO ABOLISH THE OFFICE OF CANAL APPRAISER AND THE STATE BOARD OF AUDIT, AND TO ESTABLISH A BOARD OF CLAIMS AND DEFINE ITS POWERS AND DUTIES."

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

SECTION 1. Section eight of chapter two hundred and five of the Laws of eighteen hundred and eighty-three is hereby amended so as to read as follows:

§ 8. On the termination of a hearing before the Board of Claims the commissioners, or any two of them, shall make and sign the award of the board, which shall contain the names of the persons interested, the names of the attorneys, if any, who appeared for the claimant, or by whom the claim was made, the amount allowed the claimant, if any, and if it be a case where the State seeks to appropriate or has appropriated lands for public use, a description by metes and bounds of the land appropriated and for which the award is made, and what amount, if any, the board has deducted from the claim for claims of the State against the claimant, or payments, an entry of which shall be made in detail by the clerk of said board, in the book kept by him for that purpose, which entry shall be signed by the commissioners making such award; *and in every case where an award is made for the appropriation of land or water to the public use a transcript of such entry, signed by the commissioners, shall be transmitted by the clerk of the board for record in the clerk's office of each county in which the premises appropriated shall in whole or in part be situated.*

§ 2. This act shall take effect immediately.

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ANNUAL FINANCIAL REPORT
OF THE
COMPTROLLER,
RELATING TO THE CANALS
OF THE
STATE OF NEW YORK,
FOR THE
Year Ending September 30th, 1886.

TRANSMITTED TO THE LEGISLATURE JANUARY 19, 1887.

ALBANY:
THE ARGUS COMPANY, PRINTERS.
1887.

STATE OF NEW YORK.

No. 4.

IN ASSEMBLY,

JANUARY 19, 1887.

ANNUAL FINANCIAL REPORT OF THE COMPTROLLER,
RELATING TO THE CANALS.

STATE OF NEW YORK :

BUREAU OF CANAL AFFAIRS, COMPTROLLER'S OFFICE, }
ALBANY, *January* 19, 1887. }

To the Speaker of the Assembly :

SIR.—I have the honor herewith to transmit to the Legislature the Annual Financial Report relating to the Canals, for the fiscal year ending September 30, 1886.

I am, respectfully,

Your obedient servant,

ALFRED C. CHAPIN,

Comptroller.

REPORT.

STATE OF NEW YORK:

BUREAU OF CANAL AFFAIRS, COMPTROLLER'S OFFICE, }
ALBANY, *December* 31, 1886. }

To the Legislature:

In pursuance of Chapter 69 of the Laws of 1883, the Comptroller herewith submits the annual statements required to be reported to the Legislature at the commencement of each session, of the receipts and payments on account of the canals and the canal debt, the balance of the funds on hand and in the treasury, the depositories of the same, and the condition thereof at the close of the fiscal year, which ended September 30, 1886.

Document No. 1 is a recapitulation of the several succeeding exhibits numbered to 35, inclusive, showing the receipts and payments on account of the Sinking Fund for the payment of the principal and the interest of the canal debt, and of the several funds belonging to the several canals of the State, and the condition of the several funds appropriated by law for ordinary and extraordinary repairs, and for the enlargement of the canals.

It is shown by said document, that on the 1st of October, 1885, there was in the treasury and invested, belonging to the Canal Fund, the sum of..... \$5,191,891 00

Received from all sources during the fiscal year

which ended September 30, 1886..... 1,858,582 17

Total receipts, and available and unavailable

balances..... \$7,050,473 17

Paid during the same period..... 1,494,345 80

Leaving a balance September 30, 1886 \$5,556,127 37

Said balance is deposited and invested as follows, viz.:

Amount deposited in banks, see Document No. 37, \$1,098,328 37

Invested in sundry securities:

| | | |
|--|--------------|-----------------------|
| U. S. four and a half per cent bonds of 1891..... | \$75,000 00 | |
| U. S. four per cent bonds of 1907, | 1,420,000 00 | |
| Watertown city bonds | 5,000 00 | |
| New York city additional water stock | 500,000 00 | |
| New York city assessment bonds, | 250,000 00 | |
| New York city armory bonds.... | 280,000 00 | |
| New York city school-house bonds, | 220,000 00 | |
| New York city additional Croton water stock..... | 250,000 00 | |
| Batavia village bonds..... | 50,000 00 | |
| New York State Niagara Reserva- tion bonds | 800,000 00 | |
| Ulster county bonds | 100,000 00 | |
| Pavilion town bonds..... | 15,000 00 | |
| New Lots town bonds | 384,000 00 | |
| Little Falls village bonds..... | 85,000 00 | |
| Camden village bonds..... | 20,000 00 | |
| | <hr/> | 4,454,000 00 |
| Real estate, etc., Bank of Corning..... | | 3,799 00 |
| | | <hr/> |
| | | <u>\$5,556,127 37</u> |

EXPENDITURES OF THE FISCAL YEAR.

Since the constitutional amendment abolishing tolls became operative the canals have been maintained by taxation. They have no revenue except from rent of surplus water, sales of old material and abandoned lands, etc.

These receipts, during the fiscal year which ended

September 30, 1886, amounted to \$5,544 17

The payments for ordinary repairs and for collecting statistics during the same period were :

| | |
|---|--------------|
| To Superintendent of Public Works, for ordinary repairs..... | \$271,978 79 |
| To engineers for ordinary repairs, | 26,000 00 |
| To section superintendents for ordinary repairs | 400,972 16 |
| <hr/> | |
| Total expenditures for ordinary repairs..... | \$698,950 95 |
| For collection of statistics..... | 24,214 38 |
| For salaries, printing and other miscellaneous expenditures, chargeable to ordinary repairs.... | 34,668 32 |
| <hr/> | |
| Total..... | \$757,833 65 |
| <hr/> <hr/> | |

THE CANAL DEBT.

There has been purchased and canceled during the fiscal year \$32,650 of the debt maturing July 1, 1891, and \$2,000 of that maturing October 1, 1892, leaving the outstanding debt paying interest September 30, 1886, under article 7, section 3 of the Constitution, \$8,303,850, of which there falls due on July 1, 1887, the sum of \$1,562,900.

The annual interest on the present debt, which is at the rate of six per cent., is \$498,231, which will be reduced to \$404,457 after the present fiscal year by the payment of the amount maturing July 1, 1887.

Debt after Balances of Sinking Funds have been applied.

| | Total Canal debt September 30, 1886. | Balances of Sink- ing Funds, Sep- tember 30, 1886, including in- vestments. | Balance of debt after applying Sinking Funds. |
|--|--|---|---|
| Under article 7, section 1 of the Constitution | \$160 00 | \$160 00 | |
| Under article 7, section 3 of the Constitution..... | 8,304,350 00 | 5,050,913 82 | \$3,253,436 18 |
| Total debt | \$8,304,510 00 | | |
| <hr/> | | | |
| Balances of the Sinking Funds..... | | \$5,051,073 82 | |
| <hr/> | | | |
| Debt after applying Sinking Funds | | | \$3,253,436 18 |
| <hr/> | | | <hr/> |

Canal Debt Outstanding—When Due.

| When due. | Not paying interest. | Paying interest. |
|---------------------------------|-------------------------|-----------------------|
| 1837 | \$160 00 | ..... |
| 1873 | 500 00 | ..... |
| 1887 ..... | ..... | \$1,562,900 00 |
| 1891 ..... | ..... | 4,269,950 00 |
| 1892 ..... | ..... | 1,998,000 00 |
| 1893 ..... | ..... | 473,000 00 |
| Amount paying interest..... | | \$8,303,850 00 |
| Amount not paying interest..... | | 660 00 |
| Total debt..... | | <u>\$8,304,510 00</u> |

The stocks bearing interest were, on the 30th of September, 1886, held as follows:

| | |
|---------------------------|-----------------------|
| In the United States..... | \$7,434,150 00 |
| In foreign countries..... | 869,700 00 |
| | <u>\$8,303,850 00</u> |

THE CANAL DEBT SINKING FUNDS.

The condition of the Sinking Funds for the payment of the canal debt stocks, on the 30th of September, 1886, was as follows:

Sinking Fund — Article 7, Section 1.

The balance to the credit of this fund on the 30th of September, 1886, was \$160. This balance represents the amount of the certificates of matured stock which have not been presented for redemption.

Sinking Fund — Article 7, Section 3.

The balance standing to the credit of this fund on 30th September, 1885, was..... \$4,663,028 61

The receipts for the fiscal year, which ended September 30, 1886, were:

| | |
|--|-----------------------|
| From taxes levied pursuant to act chapter 245 of the Laws of 1885..... | 850,310 00 |
| Carried forward..... | <u>\$5,513,338 61</u> |

| | | |
|--|----------------|--|
| Brought forward..... | \$5,513,338 61 | |
| Interest on investments..... | 139,208 33 | |
| Interest on deposits..... | 6,580 19 | |
| Premium on United States bonds sold..... | 22,875 00 | |
| Interest on loan to General Fund..... | 3,197 26 | |
| | <hr/> | |
| | \$5,685,199 39 | |

The payments during the same period were:

| | | |
|--|-------------|------------|
| Principal of debt canceled..... | \$34,650 00 | |
| Interest on stock debt..... | 500,250 00 | |
| Premium on stocks purchased.... | 97,289 07 | |
| Salary of transfer agent, and ex- penses of the transfer office.... | 2,096 50 | |
| | <hr/> | |
| | | 634,285 57 |

| | | |
|--|----------------|--|
| Leaving a balance September 30, 1886, of.... | \$5,050,913 82 | |
| | <hr/> | |
| | <hr/> | |

This balance was held as follows:

| | | |
|--|----------------|--------------|
| On deposit in banks..... | | \$596,913 82 |
| Invested in sundry securities: | | |
| United States four and a half per cent bonds of 1891..... | \$75,000 00 | |
| United States four per cent bonds of 1907..... | 1,420,000 00 | |
| New York city additional water stock | 500,000 00 | |
| New York city assessment bonds. | 250,000 00 | |
| New York city armory bonds.... | 280,000 00 | |
| New York city school-house bonds, | 220,000 00 | |
| New York city additional Croton water stock..... | 250,000 00 | |
| Batavia village bonds..... | 50,000 00 | |
| New York State Niagara Reserva- tion bonds..... | 800,000 00 | |
| Watertown city bonds..... | 5,000 00 | |
| Ulster county bonds..... | 100,000 00 | |
| Pavilion town bonds..... | 15,000 00 | |
| | <hr/> | |
| Carried forward..... | \$3,965,000 00 | \$596,913 82 |

| | | |
|---------------------------------|----------------|----------------|
| Brought forward..... | \$3,965,000 00 | \$596,913 82 |
| New Lots town bonds..... | 384,000 00 | |
| Little Falls village bonds..... | 85,000 00 | |
| Camden village bonds..... | 20,000 00 | |
| | <hr/> | 4,454,000 00 |
| | | <hr/> |
| | | \$5,050,913 82 |
| | | <hr/> |

Section 5 of article 7 of the Constitution provides for supplying this Sinking Fund by an annual tax which shall be sufficient to pay the interest and extinguish the principal of the debt, and that the proceeds of the tax shall, in each fiscal year, be appropriated and set apart for the Sinking Fund.

The amount required for the fiscal year beginning

| | |
|--|--------------|
| October 1, 1887, will be, for the Sinking Fund.. | \$350,000 00 |
| For the annual interest..... | 404,457 00 |
| | <hr/> |
| | \$754,457 00 |

There will also be required, under section 3 of article 7 of the Constitution, for maintaining the canals..... 780,000 00

| | |
|------------|----------------|
| Total..... | \$1,534,457 00 |
| | <hr/> |

Which will necessitate a tax of about forty-nine one hundredths of a mill on the dollar of the present valuation.

COMPARATIVE STATEMENT.

The following statement shows the aggregate payments on account of the ordinary repairs and maintenance of the canals for the last two fiscal years; also the miscellaneous receipts for the same period :

Receipts.

| | 1885. | 1886. |
|---------------------------------|-------------|------------|
| From rent of surplus water..... | \$1,130 00 | \$1,385 00 |
| From miscellaneous sources..... | 11,366 44 | 4,159 17 |
| | <hr/> | <hr/> |
| | \$12,496 44 | \$5,544 17 |
| | <hr/> | <hr/> |

Payments.

| | 1885. | 188 . |
|---|---------------------|---------------------|
| To section superintendents for ordinary repairs..... | \$374,123 04 | \$400,972 16 |
| To Superindendent Public Works, for ordinary repairs..... | 265,531 81 | 271,978 79 |
| To division engineers, for ordinary repairs..... | 22,600 00 | 26,000 00 |
| For collection of statistics..... | 23,189 94 | 24,214 38 |
| Salaries and miscellaneous expenses, chargeable to maintenance..... | 35,016 43 | 34,668 32 |
| | <u>\$720,461 22</u> | <u>\$757,833 65</u> |

Document No. 37, on another page of this report, is a statement showing the balance on hand September 30, 1886, how deposited and invested, and the names of the accounts to which it belongs.

The available and unavailable deposits are shown in said statement separately.

Respectfully submitted,

ALFRED C. CHAPIN,

Comptroller.

DOCUMENTS

ACCOMPANYING THE

REPORT OF THE COMPTROLLER.

(No. 1.)

There was on deposit in sundry banks to the credit of the Treasurer of the State, on account of the Canal Fund, on the 30th September, 1885 (see page 31 of the last report) the sum of..... \$983,092 00

And in the custody of the Comptroller, securities invested on account of the Canal Fund \$4, 205, 000 00

Real estate, etc., of the Bank of
Corning..... 3,799 00

4,208,799 00

\$5,191,891 00

Account over-drawn, viz.:

The Erie and Champlain canals, for unexpended balance in the hands of James Shanahan, Superintendent of Public Works..... 8,544 28

\$5,200,435 28

Deduct over-drafts as above, included in accounts below 8,544 28

\$5,191,891 00

Received during the fiscal year ending 30th September, 1886, viz.:

Sinking Fund, for the redemption of the debt for the enlargement and completion of the canals.

See No. 4..... \$1,022,170 78

Fund for extraordinary repairs.

See No. 8..... 1,338 35

Carried forward..... \$1,023,509 13 \$5,191,891 00

| | | |
|--|----------------|----------------|
| Brought forward..... | \$1,023,509 13 | \$5,191,891 00 |
| Fund for the enlargement of the Champlain canal. See No. 16.. | 780 70 | |
| Taxes of 1885, unappropriated. See No. 12..... | 47,000 26 | |
| Fund for the enlargement of the Erie, the Oswego, etc. See No. 14..... | 278 82 | |
| Fund for ordinary repairs. See No. 20..... | 772,924 81 | |
| Erie and Champlain canals. See No. 24..... | 14,088 45 | |
| | <hr/> | 1,858,582 17 |
| | | <hr/> |
| | | \$7,050,473 17 |

Paid during the same period, viz.:

| | | |
|--|--------------|--------------|
| Sinking Fund for the redemption of the debt for the enlargement and completion of the canals. See No. 5..... | \$634,285 57 | |
| Erie canal enlargement. See No. 23..... | 24,885 86 | |
| Erie and Champlain canals. See No. 25..... | 723,678 99 | |
| Oswego canal. See No. 27..... | 38,538 90 | |
| Cayuga and Seneca canal. See No. 29..... | 11,511 29 | |
| Black River canal. See No. 33.. | 54,886 20 | |
| Chenango canal. See No. 31..... | 5,605 56 | |
| Chemung canal. See No. 35.... | 953 43 | |
| | <hr/> | 1,494,345 80 |

Leaving a balance, on 30th September, 1886, of, \$5,556,127 37

Of the above balance there is on deposit in banks to the credit of the Treasurer of the State, on account of the Canal Fund. See No. 37..... \$1,098,328 37

In the custody of the Comptroller securities invested on account of the Canal Fund, viz.:

| | |
|--|--------------|
| United States bonds, 4½'s of 1891, | \$75,000 00 |
| United States bonds, 4's of 1907.. | 1,420,000 00 |
| City of New York assessment bonds, | 250,000 00 |
| City of New York additional C. W. stock..... | 250,000 00 |
| City of New York armory bonds. | 280,000 00 |

Carried forward..... \$2,275 000 00 \$1,098,328 37

| | | |
|---|----------------|----------------|
| Brought forward..... | \$2,275,000 00 | \$1,098,328 37 |
| City of New York school-house bonds | 220,000 00 | |
| City of New York additional water stock | 500,000 00 | |
| New York State Niagara Reservation bonds..... | 800,000 00 | |
| Batavia village bonds..... | 50,000 00 | |
| Ulster county bonds | 100,000 00 | |
| Pavilion town bonds..... | 15,000 00 | |
| New Lots town bonds..... | 384,000 00 | |
| Watertown city bonds..... | 5,000 00 | |
| Little Falls village bonds..... | 85,000 00 | |
| Camden village bonds..... | 20,000 00 | |
| Real estate, etc., Bank of Corning, | 3,799 00 | |
| | <hr/> | 4,457,799 00 |
| | | <hr/> |
| | | \$5,556,127 37 |

Account overdrawn, viz.:

| | |
|--|----------------|
| Erie and Champlain canals. See No. 25..... | 9,574 05 |
| | <hr/> |
| | \$5,565,701 42 |
| | <hr/> <hr/> |

Of the above amount there belongs to

| | |
|---|----------------|
| Sinking Fund, for the redemption of the canal debt. See No. 3..... | \$160 00 |
| Sinking Fund, for the redemption of the debt for the enlargement and completion of the canals. See No. 5..... | 5,050,913 82 |
| Investment of premiums on loans. See No. 7.... | 12,014 66 |
| Contractors' deposit fund. See No. 19..... | 2,000 00 |
| Taxes of 1884. See No. 11. | 9,397 30 |
| Taxes of 1885. See No. 13..... | 47,000 26 |
| Fund for ordinary repairs. See No. 21..... | 134,996 24 |
| Fund for extraordinary repairs. See No. 9..... | 127,715 96 |
| Fund for the enlargement of the Champlain canal. See No. 17..... | 17,433 34 |
| Fund for the enlargement of the Erie, the Oswego, etc. See No. 15..... | 131,170 29 |
| Fund of Erie and Champlain canals. See No. 25. | 32,899 55 |
| | <hr/> |
| | \$5,565,701 42 |
| | <hr/> <hr/> |

SINKING FUND FOR THE REDEMPTION OF THE CANAL DEBT.

(Under article 7, section 1 of the Constitution.)

(No. 2.)

| | |
|---|----------|
| Balance on hand September 30, 1885..... | \$160 00 |
|---|----------|

(No. 3.)

| | |
|---|----------|
| Balance on hand September 30, 1886..... | \$160 00 |
|---|----------|

SINKING FUND FOR THE REDEMPTION OF THE CANAL DEBT.

(Under article 7, section 3 of the Constitution.)

(No. 4.)

| | |
|---|------------------|
| Balance on hand September 30, 1885..... | \$4, 663, 028 61 |
|---|------------------|

Received, viz.:

| | |
|---------------------------|----------|
| Interest on deposits..... | 6,580 19 |
|---------------------------|----------|

Interest on investments, viz.:

| | |
|---------------------------------|------------|
| On U. S. 4½ per cent bonds..... | \$8,662 50 |
|---------------------------------|------------|

| | |
|--------------------------------|-----------|
| On U. S. 4 per cent bonds..... | 56,800 00 |
|--------------------------------|-----------|

| | |
|---|----------|
| On New York city assessment bonds..... | 7,500 00 |
|---|----------|

| | |
|---|----------|
| On New York city additional C. W. stock..... | 7,500 00 |
|---|----------|

| | |
|--------------------------------|----------|
| On New York city armory bonds, | 8,400 00 |
|--------------------------------|----------|

| | |
|---|----------|
| On New York city school-house bonds..... | 6,600 00 |
|---|----------|

| | |
|---|-----------|
| On New York city additional water stock..... | 17,500 00 |
|---|-----------|

| | |
|---|-----------|
| On New York State Niagara Res- ervation bonds..... | 22,500 00 |
|---|-----------|

| | |
|---------------------------|----------|
| On Albany city bonds..... | 1,796 66 |
|---------------------------|----------|

| | |
|------------------------------|-------|
| On Watertown city bonds..... | 29 17 |
|------------------------------|-------|

| | |
|-----------------------------|--------|
| On Pavilion town bonds..... | 300 00 |
|-----------------------------|--------|

| | |
|-------------------------------|----------|
| On Batavia village bonds..... | 1,500 00 |
|-------------------------------|----------|

| | |
|---------------------------------|--------|
| On New York State canal stock.. | 120 00 |
|---------------------------------|--------|

139,208 33

| | |
|--|-----------|
| Premiums on sales of \$190,000 U. S. 4½ per cent bonds..... | 22,875 00 |
|--|-----------|

| | |
|-----------------------|----------------|
| Carried forward | \$4,831,692,13 |
|-----------------------|----------------|

| | | |
|---|----------------|-----------------------|
| Brought forward..... | \$4,831,692 13 | |
| Taxes of 1885 (chap. 245, Laws of 1885). See No. 13..... | | 850,310 00 |
| Repayment of temporary loan to General Fund..... | \$300,000 00 | |
| Interest thereon..... | 3,197 26 | |
| | <hr/> | 303,197 26 |
| | | <hr/> |
| | | <u>\$5,985,199 39</u> |

(No. 5.)

Paid, viz.:

Principal of debt canceled, viz.:

| | | |
|---|-------------|-----------------------|
| Deficiency loan, 6's, July, 1891, (July loan)..... | \$28,650 00 | |
| Deficiency loan, 6's, July, 1891, (November loan)..... | 4,000 00 | |
| Deficiency loan, 6's, October, 1892 | 2,000 00 | |
| | <hr/> | \$34,650 00 |
| Interest on stock debt..... | | 500,250 00 |
| Premium and accrued interest on stocks pur- chased as investments | | 97,289 07 |
| Expenses of transfer agency in New York: | | |
| William J. Kelly, salary as transfer agent | \$750 00 | |
| Bank of Manhattan Co., for keep- ing transfer office for year end- ing June 30, 1886..... | 1,250 00 | |
| George F. Nesbitt & Co., for printing | 51 50 | |
| | <hr/> | 2,051 50 |
| Mercantile Safe Deposit Co., for rent of box..... | | 45 00 |
| Temporary loan to General Fund..... | | 300,000 00 |
| Balance on hand September 30, 1886..... | | 5,050,913 82 |
| | | <hr/> |
| | | <u>\$5,985,199 39</u> |

INVESTMENT OF PREMIUMS ON LOANS.

(No. 6.)

| | |
|---|-------------|
| Balance on hand September 30, 1885..... | \$12,014 66 |
|---|-------------|

(No. 7.)

| | |
|---|-------------|
| Balance on hand September 30, 1886..... | \$12,014 66 |
|---|-------------|

FUND TO PROVIDE FOR EXTRAORDINARY REPAIRS.

(No. 8.)

| | |
|---|--------------|
| Balance on hand September 30, 1885..... | \$146,804 16 |
|---|--------------|

Received, viz.:

| | |
|---------------------------|----------|
| Interest on deposits..... | 1,338 35 |
|---------------------------|----------|

| | |
|--|----------|
| Transferred from taxes of 1884, for payment of award of Board of Claims and interest. See No. 11 | 3,237 92 |
|--|----------|

| | |
|--|--|
| Transferred from fund for ordinary repairs for return of amount ad- vanced on tax under chapter 385, | |
|--|--|

| | |
|------------------------------|--------------|
| Laws of 1885. See No. 21.... | \$130,000 00 |
|------------------------------|--------------|

| | |
|-----------------------|----------|
| Interest thereon..... | 3,250 00 |
|-----------------------|----------|

| | |
|--|------------|
| | 133,250 00 |
|--|------------|

| | |
|--|--------------|
| | \$284,630 43 |
|--|--------------|

(No. 9.)

Paid, viz.:

| | |
|--|--------------|
| Transferred to fund for ordinary repairs as an ad- vance on the tax under chapter 385, Laws of 1885. See No. 20..... | \$130,000 00 |
|--|--------------|

| | |
|--|--|
| Transferred to sundry fund accounts for extra- ordinary repairs and improvements, viz.: | |
|--|--|

| | |
|------------------------------------|--|
| Fund of Erie and Champlain canals. | |
|------------------------------------|--|

| | |
|-----------------|-------------|
| See No. 24..... | \$26,714 40 |
|-----------------|-------------|

| | |
|---------------------------|--|
| Fund of Oswego canal. See | |
|---------------------------|--|

| | |
|-------------|--------|
| No. 26..... | 200 07 |
|-------------|--------|

| | |
|--|-----------|
| | 26,914 47 |
|--|-----------|

| | |
|---|------------|
| Balance on hand September 30, 1886..... | 127,715 96 |
|---|------------|

| | |
|--|--------------|
| | \$284,630 43 |
|--|--------------|

TAXES OF 1884.

(No. 10.)

| | |
|---|-------------|
| Balance on hand September 30, 1885..... | \$71,710 47 |
|---|-------------|

(No. 11.)

Paid, viz.:

Transferred to sundry fund accounts amount appropriated by chapter 534, Laws of 1886, for payment of awards of the Board of Claims, viz.:

| | | |
|---|-------------|-------------|
| Fund for the enlargement of the Erie, the Oswego, etc. See No. 14. | \$59,075 25 | |
| Fund for extraordinary repairs. See No. 8..... | 3,237 92 | |
| | | \$62,313 17 |
| Balance on hand September 30, 1886..... | | 9,397 30 |
| | | \$71,710 47 |

TAXES OF 1885.

(No. 12.)

Received, viz.:

| | |
|--|----------------|
| From the treasury, pursuant to chapter 245, Laws of 1885..... | \$879,522 68 |
| From the treasury, pursuant to chapter 385, Laws of 1885..... | 788,537 58 |
| | \$1,668,060 26 |

(No. 13.)

Paid, viz.:

| | |
|---|----------------|
| Transferred to Sinking Fund, under article 7, sec- tion 3 of the Constitution, amount appropriated by chapter 245, Laws of 1885. See No. 4..... | \$850,310 00 |
| Transferred to the fund for ordinary repairs, amount appropriated by chapter 385, Laws of 1885. See No. 20..... | 770,750 00 |
| Balance on hand September 30, 1886 | 47,000 26 |
| | \$1,668,060 26 |

FUND FOR THE ENLARGEMENT OF THE ERIE, THE
OSWEGO AND CAYUGA AND SENECA CANALS,
AND FOR THE COMPLETION OF THE BLACK RIVER
AND GENESEE VALLEY CANALS, AND FOR OTHER
PURPOSES.

(Article 7, section 3 of the Constitution, and chapter 329, Laws
1854.)

(No. 14.)

| | |
|---|--------------|
| Balance on hand September 30, 1885 | \$118,212 48 |
| Received, viz: | |
| Interest on deposits | 278 82 |
| Transferred from taxes of 1884, pursuant to chap- ter 534, Laws of 1886, amount appropriated for payment of sundry awards of the Board of Claims, etc. See No. 11..... | 59,075 25 |
| | <hr/> |
| | \$177,566 55 |
| | <hr/> <hr/> |

(No. 15.)

| | |
|--|--------------|
| Paid, viz.: | |
| Transferred to sundry fund account for payment of awards for damages, legal services, etc., viz.: | |
| Fund of Erie and Champlain canals. | |
| See No. 24..... | \$13,520 10 |
| Fund of Erie canal enlargement. | |
| See No. 22..... | 24,885 86 |
| Fund of Oswego canal. See | |
| No. 26 | 601 38 |
| Fund of Chemung canal. See | |
| No. 34. | 953 43 |
| Fund of Chenango canal. See | |
| No. 30 | 1,228 33 |
| Fund of Black River canal. See | |
| No. 32 | 5,207 16 |
| | <hr/> |
| | \$46,396 26 |
| Balance on hand September 30, 1886 | 131,170 29 |
| | <hr/> |
| | \$177,566 55 |
| | <hr/> <hr/> |

FUND FOR THE ENLARGEMENT OF THE CHAMPLAIN CANAL.

(No. 16.)

| | |
|---|--------------------|
| Balance on hand September 30, 1885..... | \$35,994 44 |
| Received, viz.: | |
| Interest on deposits..... | 780 70 |
| | <u>\$36,775 14</u> |

(No. 17.)

| | |
|---|--------------------|
| Paid, viz.: | |
| Transferred to fund of Erie and Champlain canals for improvement work on Champlain canal. See No. 24..... | \$19,341 80 |
| Balance on hand September 30, 1886..... | 17,433 34 |
| | <u>\$36,775 14</u> |

DEPOSITS OF CONTRACTORS TO SECURE THE PERFORMANCE OF CONTRACTS FOR NEW WORK AND EXTRAORDINARY REPAIRS.

(No. 18.)

| | |
|---|------------|
| Balance on hand September 30, 1885..... | \$2,000 00 |
|---|------------|

(No. 19.)

| | |
|---|------------|
| Balance on hand September 30, 1886..... | \$2,000 00 |
|---|------------|

FUND FOR ORDINARY REPAIRS.

(No. 20.)

| | |
|--|---------------------|
| Balance on hand September 30, 1885..... | \$123,155 08 |
| Received, viz.: | |
| Interest on deposits..... | 2,174 81 |
| Transferred from the fund for extraordinary repairs as an advance on tax under chapter 385, Laws of 1885. See No. 9..... | 130,000 00 |
| Carried forward | <u>\$255,329 89</u> |

| | | |
|--|--------------|----------------|
| Brought forward..... | \$255,329 89 | |
| Transferred from taxes of 1885, amount appropriated by chapter 385, Laws of 1885, for superin- tendence, maintenance, and or- dinary repairs of the canals, for fiscal year ending September 30, 1886. See No. 13..... | \$767,500 00 | |
| Interest on advance on tax..... | 3,250 00 | |
| | <hr/> | 770,750 00 |
| | | <hr/> |
| | | \$1,026,079 89 |
| | | <hr/> <hr/> |

(No. 21.)

Paid, viz.:

| | | |
|--|--------------|----------------|
| Transferred to fund for extraordinary repairs, for repayment of advance on tax of 1885, and in- terest thereon. See No. 8..... | | \$133,250 00 |
| Transferred to sundry fund accounts for expense of superintendence, maintenance and ordinary re- pairs, viz.: | | |
| Fund of Erie and Champlain canals. See No. 24..... | \$654,528 64 | |
| Fund of Oswego canal. See No. 26, | 37,737 45 | |
| Fund of Cayuga and Seneca canal. See No. 28..... | 11,511 29 | |
| Fund of Chenango canal. See No. 30..... | 4,377 23 | |
| Fund of Black River canal. See No. 32..... | 49,679 04 | |
| | <hr/> | 757,833 65 |
| Balance on hand September 30, 1886..... | | 134,996 24 |
| | | <hr/> |
| | | \$1,026,079 89 |
| | | <hr/> <hr/> |

FUND OF THE ERIE CANAL ENLARGEMENT.

(No. 22.)

Received, viz.:

| | |
|--|-------------|
| Transferred from the fund for enlargement of the Erie, the Oswego, etc. See No. 22..... | \$24,885 86 |
| | <hr/> <hr/> |

(No. 23.)

Paid, viz.:

| | |
|---|-------------|
| James Shanahan, Superintendent of Public Works, drafts for awards..... | \$20,972 65 |
| Interest on awards..... | 3,913 21 |
| | <hr/> |
| | \$24,885 86 |
| | <hr/> <hr/> |

ERIE AND CHAMPLAIN CANAL FUND.

(No. 24.)

| | |
|--|--------------|
| Balance on hand September 30, 1885..... | \$27,355 38 |
| Received, viz.: | |
| Balance in hands of James Shanahan, Superinten- dent Public Works, September 30, 1885..... | 8,544 28 |
| Rent of surplus water..... | 1,385 00 |
| From sundry persons for abandoned canal lands at Little Falls, sold by Commissioners of the Land Office, viz.: | |
| Reuben C. Petrie and James I. Casler..... | \$112 50 |
| Louisa Casler..... | 225 00 |
| | <hr/> |
| | 337 50 |
| From sundry persons for old material, etc..... | 953 40 |
| From sundry persons for permits to cut ice from the canals..... | 2,295 44 |
| From sundry persons for use of State dredge, etc., Fees for filing mortgages under chap. 412, Laws of 1864, and copy fees..... | 340 00 |
| | 232 83 |
| Transferred from sundry accounts, viz.: | |
| Fund for the enlargement of the Erie, the Oswego, etc. See No. 15..... | \$13,520 10 |
| Fund for extraordinary repairs. See No. 9..... | 26,714 40 |
| Fund for the enlargement of the Champlain canal. See No. 17.. | 19,341 80 |
| Fund for ordinary repairs. See No. 21..... | 654,528 64 |
| | <hr/> |
| | 714,104 94 |
| | <hr/> |
| | \$755,548 77 |
| Balance in hands of Superintendent Public Works. | 9,574 05 |
| | <hr/> |
| | \$765,122 82 |
| | <hr/> <hr/> |

(No. 25.)

Paid, viz.:

ERIE CANAL.

| | | |
|--|--------------|--------------|
| To James Shanahan, Superintendent Public Works, for ordinary repairs..... | \$219,544 13 | |
| To section superintendents, for ordinary repairs and salaries... | 283,018 05 | |
| To division engineers, for ordinary repairs..... | 26,000 00 | |
| <hr/> | | |
| Total for ordinary repairs..... | | \$528,562 18 |
| To James Shanahan, Superintendent Public Works, for extraordinary repairs..... | \$25,676 23 | |
| To Denison Richmond, division engineer, for extraordinary repairs..... | 791 49 | |
| For interest on award for extraordinary repairs..... | 46 68 | |
| <hr/> | | |
| Total for extraordinary repairs..... | | 26,514 40 |
| To James Shanahan, Superintendent Public Works, for collecting statistics..... | | 16,499 74 |

CHAMPLAIN CANAL.

| | | |
|---|-------------|--------------|
| To James Shanahan, Superintendent Public Works, for ordinary repairs..... | \$17,927 97 | |
| To section superintendents, for salaries and ordinary repairs..... | 52,933 39 | |
| <hr/> | | |
| Total for ordinary repairs..... | | 70,861 36 |
| To John R. Kaley, division engineer, for extraordinary repairs..... | | 200 00 |
| To James Shanahan, Superintendent Public Works, for improvement work..... | \$17,290 99 | |
| To John R. Kaley, division engineer, for improvement work... | 2,050 81 | |
| <hr/> | | |
| Total for improvement work..... | | 19,341 80 |
| <hr/> | | |
| Carried forward..... | | \$661,979 48 |

| | | |
|---|-------------|--------------|
| Brought forward..... | | \$661,979 48 |
| To James Shanahan, Superintendent Public Works, for awards for damages..... | \$10,388 48 | |
| For interest on awards for damages..... | 164 65 | |
| <hr/> | | |
| Total for damages..... | | 10,553 13 |
| To James Shanahan, Superintendent Public Works, for collecting statistics..... | | 3,937 04 |
| To Elnathan Sweet, State Engineer and Surveyor, for travel..... | | 200 00 |
| To James Shanahan, Superintendent Public Works, for clerk hire and office expenses of the Superintendent and Assistant Superintendents of Public Works..... | | 12,027 27 |
| To the Superintendent and Assistant Superintendents of Public Works, for salary and travel, viz.: | | |
| James Shanahan, Superintendent, salary..... | \$6,000 00 | |
| James Shanahan, Superintendent, travel..... | 130 16 | |
| Charles Zeilley, Assistant Superintendent, salary..... | 3,000 00 | |
| Charles Zeilley, Assistant Superintendent, travel..... | 570 33 | |
| John Stebbins, Assistant Superintendent, salary..... | 3,000 00 | |
| John Stebbins, Assistant Superintendent, travel..... | 552 79 | |
| Ira Betts, Assistant Superintendent, salary..... | 3,000 00 | |
| Ira Betts, Assistant Superintendent, travel..... | 761 85 | |
| <hr/> | | |
| | | 17,015 13 |
| To clerks in Bureau Canal Affairs, viz.: | | |
| George H. Birchall..... | \$1,800 00 | |
| John R. Powers..... | 1,200 00 | |
| <hr/> | | |
| | | 3,000 00 |
| To P. McNamara, for services collecting testimony on the part of the State in cases before the Board of Claims..... | | 2,966 97 |
| For advertising payment of awards..... | | 28 11 |
| For printing and binding for Bureau Canal Affairs,..... | | 330 95 |
| <hr/> | | |
| Carried forward..... | | \$712,038 08 |

| | | |
|---|----------|--------------------|
| Brought forward..... | | \$712,038 08 |
| For messengers, viz.: | | |
| Charles P. Larkin..... | \$280 00 | |
| Thomas F. Kane..... | 200 00 | |
| | | <hr/> 480 00 |
| To James A. Flynn, night-watchman..... | | 365 00 |
| To Fort Miller Bridge Company, for one year's use of tow-path bridge across the Hudson river at Saratoga dam..... | | 1,000 00 |
| To William H. Bowman, costs and disbursements on appeal from award of Board of Claims..... | | 170 00 |
| To John F. Kinney, costs and disbursements on appeal from award of Board of Claims..... | | 32 95 |
| To Robert K. Oliver, for repairs made in Canal Appraisers' rooms in 1880-82..... | | 13 76 |
| To A. M. Michael, for rubber stamps..... | | 5 15 |
| Account overdrawn September 30, 1885, for balance in hands of Superintendent of Public Works... | | 8,544 28 |
| To James Shanahan, Superintendent of Public Works, balance in his hands September 30, 1886, | | 9,574 05 |
| Balance on hand September 30, 1886..... | | 32,899 55 |
| | | <hr/> \$765,122 82 |
| | | <hr/> <hr/> |

OSWEGO CANAL FUND.

(No. 26.)

Received, viz.:

Transferred from sundry accounts, viz.:

| | |
|--|-------------------|
| Fund for extraordinary repairs. See No. 9..... | \$200 07 |
| Fund for the enlargement of the Erie, the Oswego, etc. See No. 15 | 601 38 |
| Fund for ordinary repairs. See No. 21..... | 37,737 45 |
| | <hr/> \$38,538 90 |
| | <hr/> <hr/> |

(No. 27.)

Paid, viz.:

| | |
|---|-------------|
| To James Shanahan, Superintendent of Public Works, for ordinary repairs..... | \$12,515 07 |
| To section superintendents for salaries and ordinary repairs..... | 22,936 82 |
| To James Shanahan, Superintendent of Public Works, for awards for damages..... | 601 38 |
| | <hr/> |
| Carried forward..... | \$36,053 27 |

| | |
|---|-------------|
| Brought forward..... | \$36,053 27 |
| To James Shanahan, Superintendent of Public Works, for extraordinary repairs..... | 168 08 |
| To Denison Richmond, division engineer, for extraordinary repairs..... | 31 99 |
| To James Shanahan, Superintendent of Public Works, for collecting statistics..... | 2,285 56 |
| | <hr/> |
| | \$38,538 90 |
| | <hr/> <hr/> |

CAYUGA AND SENECA CANAL FUND.

(No. 28.)

Received, viz.:

| | |
|---|-------------|
| Transferred from the fund for ordinary repairs. See No. 21..... | \$11,511 29 |
| | <hr/> <hr/> |

(No. 29.)

Paid, viz.:

| | |
|---|-------------|
| To James Shanahan, Superintendent of Public Works, for ordinary repairs..... | \$3,130 98 |
| To section superintendent for salary and ordinary repairs..... | 7,878 40 |
| To James Shanahan, Superintendent of Public Works, for collecting statistics..... | 501 91 |
| | <hr/> |
| | \$11,511 29 |
| | <hr/> <hr/> |

CHENANGO CANAL FUND.

(No. 30.)

Received, viz.:

Transferred from sundry accounts, viz.:

| | |
|--|-------------|
| Fund for enlargement of the Erie, the Oswego, etc. See No. 15..... | \$1,228 33 |
| Fund for ordinary repairs. See No. 21..... | 4,377 23 |
| | <hr/> |
| | \$5,605 56 |
| | <hr/> <hr/> |

(No. 31.)

Paid, viz.:

| | |
|--|-------------|
| To James Shanahan, Superintendent of Public Works, for ordinary repairs..... | \$4,377 23 |
| To James Shanahan, Superintendent of Public Works, for awards for damages..... | 1,187 00 |
| Interest on awards for damages..... | 41 33 |
| | <hr/> |
| | \$5,605 56 |
| | <hr/> <hr/> |

BLACK RIVER CANAL FUND.

(No. 32.)

Received, viz.;

Transferred from sundry accounts, viz.:

| | |
|--|-------------|
| Fund for ordinary repairs. See No. 21..... | \$49,679 04 |
| Fund for enlargement of the Erie, the Oswego, etc. See No. 15..... | 5,207 16 |
| | <hr/> |
| | \$54,886 20 |
| | <hr/> <hr/> |

(No. 33.)

Paid, viz.:

| | |
|---|-------------|
| To James Shanahan, Superintendent of Public Works, for ordinary repairs..... | \$14,483 41 |
| To section superintendents for salaries and ordinary repairs..... | 34,205 50 |
| To James Shanahan, Superintendent of Public Works, for awards for damages..... | 5,121 00 |
| For interest on awards for damages..... | 86 16 |
| To James Shanahan, Superintendent of Public Works, for collecting statistics..... | 990 13 |
| | <hr/> |
| | \$54,886 20 |
| | <hr/> <hr/> |

CHEMUNG CANAL FUND.

(No. 34.)

Received, viz.:

| | |
|--|----------|
| Transferred from the fund for the enlargement of the Erie, the Oswego, etc. See No. 15..... | \$953 43 |
|--|----------|

(No. 35.)

Paid, viz.:

| | |
|---|-----------------|
| To James Shanahan, Superintendent of Public Works, awards for damages..... | \$925 00 |
| Interest on awards for damages..... | 28 43 |
| | <u>\$953 43</u> |

CANAL DEBT.

(No. 36.)

(Under article 7, section 1 of the Constitution.)

Erie and Champlain canals:

| | |
|---------------------------------|----------|
| Stock not bearing interest..... | \$160 00 |
|---------------------------------|----------|

Redeemable as follows, viz.:

| | |
|---------------------------------|----------|
| Six per cent, July 1, 1837..... | \$160 00 |
|---------------------------------|----------|

| | |
|---|-----------------|
| Total canal debt under article 7, section 1 of the Constitution, paying no interest..... | <u>\$160 00</u> |
|---|-----------------|

(Under article 7, section 3 of the Constitution.)

For payment of canal revenue certificates:

| | |
|---------------------------------|----------|
| Stock not bearing interest..... | \$500 00 |
|---------------------------------|----------|

Redeemable as follows, viz.:

| | |
|---------------------------------|----------|
| Six per cent, July 1, 1873..... | \$500 00 |
|---------------------------------|----------|

To supply deficiencies:

| | |
|---|--------------|
| Stock bearing six per cent interest | 8,303,850 00 |
|---|--------------|

| | |
|----------------------|-----------------------|
| Carried forward..... | <u>\$8,304,350 00</u> |
|----------------------|-----------------------|

| | |
|--|----------------|
| Brought forward..... | \$8,304,350 00 |
| Redeemable as follows, viz.: | |
| Six per cent, July 1, 1887..... | \$1,562,900 00 |
| Six per cent, July 1, 1891, July loan..... | 2,299,350 00 |
| Six per cent, July 1, 1891, Novem- ber loan..... | 1,970,600 00 |
| Six per cent, October 1, 1892.... | 1,998,000 00 |
| Six per cent, October 1, 1893.... | 473,000 00 |
| | <hr/> |
| | \$8,303,850 00 |
| | <hr/> |
| Total canal debt under section 3..... | \$8,304,350 00 |
| Of which debt there pays no interest..... | 500 00 |
| | <hr/> |
| Total canal debt under section 3, paying interest | \$8,303,850 00 |
| | <hr/> |

STATEMENT of the Canal Debt, 30th September, 1886, showing each description of stock, the amount redeemable in each year, and the annual interest on the same:

| When due. | Six per cent. | Total. |
|----------------------------|----------------|----------------|
| 1837..... | \$160 00 | \$160 00 |
| 1873..... | 500 00 | 500 00 |
| | <hr/> | <hr/> |
| Pays no interest..... | \$660 00 | \$660 00 |
| | <hr/> | <hr/> |
| 1887..... | \$1,562,900 00 | \$1,562,900 00 |
| 1891..... | 4,269,950 00 | 4,269,950 00 |
| 1892..... | 1,998,000 00 | 1,998,000 00 |
| 1893..... | 473,000 00 | 473,000 00 |
| | <hr/> | <hr/> |
| Debt paying interest..... | \$8,303,850 00 | \$8,303,850 00 |
| Debt not paying interest.. | 660 00 | 660 00 |
| | <hr/> | <hr/> |
| Total debt..... | \$8,304,510 00 | \$8,304,510 00 |
| | <hr/> | <hr/> |
| Annual interest..... | | \$498,231 00 |
| | | <hr/> |

The interest on the debt is six per cent.

Of the above debt paying interest there was held on the 30th September, 1886:

| | |
|-----------------------------------|----------------|
| On the United States account..... | \$7,479,800 00 |
| On foreign account..... | 858,700 00 |
| | <hr/> |
| | \$8,338,500 00 |
| | <hr/> |

(No. 37.)

*STATEMENT showing the balance on hand September 30, 1886,
how deposited and invested, together with the names of the
accounts to which it belongs:*

DEPOSITED.

| | |
|---|--------------|
| Albany City National Bank..... | \$226,308 83 |
| Bank of Manhattan Company, New York..... | 23,450 22 |
| Bank of Monroe, Rochester..... | 2,000 00 |
| Citizens' National Bank, Hornellsville..... | 20,611 29 |
| First National Bank, Dansville..... | 31,007 78 |
| Manufacturers' National Bank, Troy..... | 80,005 65 |
| Merchants' National Bank, Albany..... | 227,353 94 |
| National Bank and Loan Company, Watertown.. | 31,313 61 |
| National Bank of Cortland..... | 20 000 00 |
| National Exchange Bank, Auburn..... | 50,000 00 |
| New York State National Bank, Albany..... | 227,428 92 |
| Second National Bank, Cortland..... | 20,000 00 |
| Watertown National Bank..... | 25,506 25 |

| | |
|-----------------|--------------|
| Available | \$984,986 49 |
|-----------------|--------------|

| | |
|---------------------------------------|-------------|
| Bank of Corning..... | \$11,135 63 |
| Bank of Hornellsville..... | 9,554 11 |
| Canal Bank, Lockport..... | 7,231 20 |
| Central City Bank, Syracuse..... | 10,674 08 |
| J. T. Raplee's Bank, Penn Yan..... | 1,689 07 |
| Lockport Bank and Trust Company..... | 8,845 00 |
| Medina Bank..... | 4,469 88 |
| Oliver Lee & Co.'s Bank, Buffalo..... | 12,777 73 |
| Pratt Bank, Buffalo..... | 3,994 84 |
| First National Bank, Buffalo..... | 42,970 34 |

| | |
|-------------------|--------------|
| Unavailable | \$113,341 88 |
|-------------------|--------------|

| | |
|---|--------------|
| Amount deposited in banks, available..... | \$984,986 49 |
| Amount deposited in banks, unavailable..... | 113,341 88 |

| | |
|-----------------------------|----------------|
| Total amount deposited..... | \$1,098,328 37 |
|-----------------------------|----------------|

INVESTED.

| | |
|---|--------------|
| United States bonds, 4½'s of 1891, | \$75,000 00 |
| United States bonds, 4's of 1907.. | 1,420,000 00 |
| New York State, Niagara Reserva- tion bonds..... | 800,000 00 |

| | | |
|----------------------|----------------|----------------|
| Carried forward..... | \$2,295,000 00 | \$1,098,328 37 |
|----------------------|----------------|----------------|

| | | |
|-------------------------------------|----------------|----------------|
| Brought forward..... | \$2,295,000 00 | \$1,098,328 37 |
| Ulster County, 4's (1887-91, 1897), | 100 000 00 | |
| City of New York, 3's of 1894, | | |
| school-house bonds..... | 220,000 00 | |
| City of New York, armory bonds, | | |
| 3's of 1894..... | 280,000 00 | |
| City of New York, assessment | | |
| bonds, 3's of 1889..... | 250,000 00 | |
| City of New York, water stock, | | |
| 3's of 1899..... | 250,000 00 | |
| City of New York, water stock, | | |
| 3½'s of 1904..... | 500,000 00 | |
| City of Watertown, 3½'s of 1906.. | 5,000 00 | |
| Town of New Lots, 4's 1906-1921, | 384,000 00 | |
| Town of Pavilion, 4's 1887-1892.. | 15,000 00 | |
| Village of Batavia, 3's 1888-1897, | 50,000 00 | |
| Village of Little Falls, 3¼'s 1896 | | |
| and 1906..... | 85,000 00 | |
| Village of Camden, 3¼'s 1896-1905, | 20,000 00 | |
| Real estate, etc., Bank of Corning, | 3,799 00 | |
| | | 4,457,799 00 |

| | |
|---|----------------|
| Accounts overdrawn, viz. : | |
| The Erie and Champlain canals, for unexpended | |
| balance in hands of James Shanahan, S perin- | |
| tendent of Public Works..... | 9,574 05 |
| | |
| | \$5,565,701 42 |

| | |
|--|----------------|
| Of the amount deposited and invested there | |
| belongs to : | |
| Sinking Fund for the redemption of the canal debt. | |
| See No. 3..... | \$160 00 |
| Sinking Fund for the redemption of the debt for | |
| the enlargement and completion of the canals. | |
| See No. 5..... | 5,050,913 82 |
| Investment of premiums on loans. See No. 7.... | 12,014 66 |
| Contractors' deposit fund. See No. 19..... | 2,000 00 |
| Taxes of 1884. See No. 11..... | 9,397 30 |
| Taxes of 1885. See No. 13..... | 47,000 26 |
| Fund for extraordinary repairs. See No. 9..... | 127,715 96 |
| Fund for enlargement and completion. See No. 15, | 131,170 29 |
| Fund for enlargement Champlain canal. See No. 17, | 17,433 34 |
| Fund for ordinary repairs. See No. 21 | 134,996 24 |
| Fund of Erie and Champlain canals. See No. 25, | 32,899 55 |
| | |
| | \$5,565,701 42 |

(No. 38.)

*STATEMENT of Canal Stocks Canceled during the Fiscal Year
ending September 30, 1886.*

| Date of cancellation. | For what fund invested. | Description of stock. | Amount. |
|--------------------------|---|--|-------------------|
| July 30, 1886..... | Sinking Fund, under article 7, section 3..... | Deficiency Loan, 6's, July, 1891— July Loan..... | \$8,750 00 |
| Sept. 15, 1886.... . | Sinking Fund, under article 7, section 3 | Deficiency Loan, 6's, July, 1891— July Loan | 11,900 00 |
| Sept. 15, 1886..... | Sinking Fund, under article 7, section 3 | Deficiency Loan, 6's, July, 1891— July Loan | 8,000 00 |
| July 30, 1886..... | Sinking Fund, under article 7, section 3..... | Deficiency Loan, 6's, July, 1891— November Loan | 4,000 00 |
| July 30, 1886..... | Sinking Fund, under article 7, section 3..... | Deficiency Loan, 6's, October, 1892..... | 2,000 00 |
| | | | <hr/> \$34,650 00 |

(No. 39.)

STATEMENT of the operation of the Sinking Fund for the Canal Debt, under article 7, section 1 of the Constitution.

| YEARS. | RECEIVED. | | | | | | | | |
|------------------------------------|-------------------------------|--------------------|--------------------|-----------------|--|--|----------------------------|----------------|-----------------|
| | Loans to supply deficiencies. | Premiums on loans. | Proceeds of taxes. | From tolls. | Interest on deposits and investments and discount on stocks purchased. | Reimbursement of temporary investments in taxes to be levied and interest thereon. | Sale of stock investments. | Miscellaneous. | Total. |
| 1846 | | | | \$432,333 23 | ..... | ..... | ..... | ..... | \$433,333 33 |
| 1847 | | | | 1,300,000 00 | ..... | ..... | ..... | ..... | 1,300,000 00 |
| 1848 | \$825,000 00 | \$16,858 94 | \$119,410 30 | 1,300,000 00 | \$1,899 71 | ..... | ..... | ..... | 2,263,168 95 |
| 1849 | 1,739,024 74 | ..... | ..... | 1,300,000 00 | 7,774 28 | ..... | ..... | \$760 00 | 3,047,559 04 |
| 1850 | | 215,610 76 | ..... | 1,300,000 00 | ..... | ..... | ..... | 42,869 93 | 1,558,480 69 |
| 1851 | | | | 1,300,000 00 | ..... | ..... | ..... | ..... | 1,300,000 00 |
| 1852 | | | | 1,300,000 00 | 3,250 00 | ..... | ..... | ..... | 1,303,250 00 |
| 1853 | | | | 1,300,000 00 | 22,335 79 | ..... | ..... | ..... | 1,323,335 79 |
| 1854 | | | | 1,300,000 00 | 10,000 00 | \$657,145 86 | ..... | ..... | 1,967,145 86 |
| 1855 | | | | 1,300,000 00 | 28,000 00 | ..... | ..... | ..... | 1,328,000 00 |
| 1856 | 4,000,000 00 | ..... | ..... | 1,700,000 00 | 14,000 00 | ..... | ..... | ..... | 5,714,000 00 |
| 1857 | | 28,427 73 | ..... | 1,589,015 60 | 34,714 11 | ..... | ..... | 1,989 94 | 1,654,147 38 |
| 1858 | 1,500,000 00 | 24,300 00 | 40,500 00 | 993,325 97 | 65,674 74 | ..... | \$121,938 00 | 112 65 | 2,745,851 36 |
| 1859 | | | 47,000 00 | 962,000 67 | 18,705 32 | ..... | ..... | ..... | 1,027,705 99 |
| 1860 | | | | 1,669,611 61 | 36,258 18 | 835,663 75 | ..... | ..... | 2,541,533 54 |
| 1861 | 1,200,000 00 | 16,883 50 | ..... | 1,700,000 00 | 14,650 48 | ..... | ..... | ..... | 2,931,533 98 |
| 1862 | | | | 1,700,000 00 | 22,942 24 | ..... | ..... | ..... | 1,722,942 24 |
| 1863 | | | | 1,700,000 00 | 54,000 00 | ..... | ..... | ..... | 2,336,113 76 |
| 1864 | | | | 1,700,000 00 | 68,227 00 | ..... | ..... | ..... | 1,768,227 00 |
| 1865 | | | | 1,650,091 86 | 99,232 25 | 9,731 68 | ..... | ..... | 1,759,055 79 |
| 1866 | | | | 1,700,000 00 | 59,992 22 | 468,000 00 | ..... | ..... | 2,227,992 22 |
| 1867 | | | | 1,700,000 00 | 75,471 25 | 624,000 00 | ..... | ..... | 2,399,471 25 |
| 1868 | | | | 1,700,000 00 | 73,173 43 | 520,000 00 | ..... | ..... | 2,293,173 43 |
| 1869 | | | | | 59,513 00 | 1,034,500 00 | ..... | ..... | 1,094,013 00 |
| 1870 | | | | | 53,803 75 | 36,040 00 | ..... | ..... | 89,843 75 |
| 1871 | | | | | 14,030 99 | 525,000 00 | ..... | ..... | 539,030 99 |
| 1872 | | | | | 13,541 92 | 290,446 67 | ..... | ..... | 304,008 59 |
| 1873 | | | | | 25,473 71 | 488,130 00 | ..... | ..... | 513,603 71 |
| 1874 | | | 195,000 00 | ..... | 10,863 40 | ..... | ..... | ..... | 205,863 40 |
| 1875, 1876, 1877, 1878, 1879, 1880 | | | | | | | | | |
| 1881, 1882, 1883, 1884, 1885, 1886 | | | | | | | | | |
| Total..... | \$9,264,024 76 | \$302,080 93 | \$401,910 30 | \$32,597,379 04 | \$888,527 77 | \$6,070,791 72 | \$121,938 00 | \$45,732 52 | \$49,692,385 04 |

STATEMENT No. 39 — (Continued).

| YEARS. | PAID. | | | | | | | | | | Total. |
|--------|--------------------|-------------------|---------------------------------|------------------------------|---------------------------------------|---|------------------------|--|--|--|----------------|
| | Principal of debt. | Interest on debt. | Claims prior to 1st June, 1846. | Premium on stocks purchased. | Accrued interest on stocks purchased. | Temporary investments in taxes to be collected. | Investments in stocks. | Certificates, plates and agency in New York. | Premium on coin purchased to pay interest. | General fund for deferred contributions, under art. 7, sec. 2 of the Constitution, and int. thereon. | Miscellaneous. |
| 1846.. | \$433,333 33 | \$937,205 64 | ..... | \$5,131 40 | ..... | ..... | ..... | ..... | ..... | ..... | \$433,333 33 |
| 1847.. | 205,256 00 | 911,736 05 | ..... | 3,829 25 | ..... | ..... | ..... | 2,116 00 | ..... | ..... | 1,149,709 04 |
| 1848.. | 1,341,489 00 | 898,599 05 | ..... | ..... | \$9 21 | ..... | ..... | 2,452 00 | ..... | ..... | 2,259,515 51 |
| 1849.. | 2,097,329 00 | 861,211 00 | ..... | ..... | 2,101 38 | ..... | ..... | 2,597 00 | ..... | ..... | 3,000,626 43 |
| 1850.. | 482,786 64 | 822,435 38 | \$84,715 52 | ..... | 1,636 34 | ..... | ..... | 2,185 00 | ..... | ..... | 1,432,534 50 |
| 1851.. | 573,609 91 | 801,161 00 | 34,829 53 | ..... | 177 05 | ..... | ..... | 2,257 50 | ..... | ..... | 1,433,309 37 |
| 1852.. | 340,265 45 | 801,161 00 | ..... | ..... | 278 53 | ..... | ..... | 2,170 75 | ..... | ..... | 1,143,875 73 |
| 1853.. | ..... | 801,161 00 | ..... | ..... | ..... | \$621,467 47 | ..... | 2,087 50 | ..... | ..... | 1,424,715 97 |
| 1854.. | 479,025 00 | 792,911 00 | 10,936 86 | ..... | ..... | ..... | ..... | 2,229 66 | ..... | ..... | 1,285,102 52 |
| 1855.. | 1,111,911 00 | 750,669 07 | 25,177 03 | ..... | ..... | ..... | ..... | 2,411 05 | ..... | ..... | 1,890,168 15 |
| 1856.. | 4,118,566 34 | 692,193 28 | 12,113 37 | ..... | ..... | ..... | ..... | 2,908 13 | ..... | ..... | 4,825,481 12 |
| 1857.. | 102,285 00 | 692,193 28 | 32,377 93 | ..... | 267 95 | ..... | \$72,938 00 | 2,391 63 | ..... | ..... | 902,453 79 |
| 1858.. | 2,929,767 34 | 672,710 72 | 217 39 | ..... | 82 22 | ..... | 49,000 00 | 2,001 38 | ..... | ..... | 3,655,117 40 |
| 1859.. | 152,170 00 | 614,263 04 | 180 00 | ..... | ..... | 600,000 00 | ..... | 2,358 00 | ..... | ..... | 1,373,127 32 |
| 1860.. | 900,523 00 | 600,116 50 | 318 00 | ..... | ..... | 200,000 00 | ..... | 2,381 25 | ..... | ..... | 1,703,338 75 |
| 1861.. | 2,175,551 23 | 538,675 36 | ..... | ..... | ..... | ..... | ..... | 2,412 00 | ..... | ..... | 2,716,794 90 |
| 1862.. | 920,000 00 | 517,230 08 | 220 00 | 22 49 | ..... | 559,724 77 | ..... | 2,212 00 | ..... | ..... | 1,999,409 34 |
| 1863.. | 431,300 00 | 487,366 48 | 11 01 | 36,304 75 | 3,212 08 | ..... | ..... | 2,184 00 | \$80,715 93 | ..... | 1,041,501 02 |
| 1864.. | 457,700 00 | 457,105 98 | 50 00 | 8,391 25 | 363 60 | 9,268 27 | ..... | 2,307 25 | 31,418 47 | ..... | 966,604 82 |
| 1865.. | 2,644,374 76 | 325,462 61 | ..... | 8,308 50 | 1,617 42 | 450,000 00 | ..... | 2,191 50 | ..... | ..... | 4,031,954 79 |
| 1866.. | 415,750 00 | 251,565 00 | ..... | ..... | 576 92 | 600,000 00 | ..... | 2,239 00 | ..... | \$600,000 00 | 2,053,091 96 |
| 1867.. | 1,662,000 00 | 209,427 50 | ..... | 500 00 | 7,668 61 | 510,000 00 | ..... | 2,233 00 | ..... | 782,961 04 | 2,755,094 11 |
| 1868.. | 1,017,200 00 | 138,378 75 | ..... | 1,856 46 | 3,423 35 | 1,000,000 00 | ..... | 2,249 50 | ..... | 363,125 00 | 2,163,108 06 |
| 1869.. | 1,111,280 00 | 90,460 25 | ..... | 6,028 75 | 529 56 | 34,000 00 | ..... | 2,108 00 | ..... | ..... | 1,244,406 56 |
| 1870.. | 23,000 00 | 55,896 00 | ..... | 300 00 | ..... | 500,000 00 | ..... | 2,163 50 | 5,186 94 | ..... | 586,546 44 |
| 1871.. | ..... | 55,321 00 | ..... | ..... | ..... | ..... | ..... | 2,274 19 | 6,801 66 | ..... | 64,396 85 |
| 1872.. | ..... | 55,321 00 | ..... | ..... | ..... | 737,500 00 | ..... | 1,154 18 | 6,382 00 | ..... | 800,757 18 |
| 1873.. | ..... | 55,321 00 | ..... | ..... | ..... | ..... | ..... | 750 00 | 8,035 39 | ..... | 64,106 31 |
| 1874.. | 1,098,250 00 | 13,830 25 | ..... | ..... | ..... | ..... | ..... | 3,707 50 | 115,898 18 | ..... | 1,231,685 93 |
| 1875.. | 2,170 00 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 2,170 00 |
| 1876.. | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 1877.. | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |

(No. 40.)

STATEMENT of the operation of the Sinking Fund for the Canal Debt, under article 7, section 3 of the Constitution.

| YEARS. | RECEIVED. | | | | | | Total. |
|--------|-------------------------------|--------------------|--------------------|--------------|--|----------------|--------------|
| | Loans to supply deficiencies. | Premiums on loans. | Proceeds of taxes. | From tolls. | Interest on deposits and investments, and discount on stock purchased. | Miscellaneous. | |
| 1854 | ..... | ..... | ..... | \$94,861 72 | ..... | ..... | \$94,861 72 |
| 1855 | ..... | ..... | ..... | ..... | \$3,809 00 | ..... | 3,809 00 |
| 1856 | \$500,000 00 | ..... | ..... | ..... | 8,426 92 | ..... | 740,926 92 |
| 1857 | 500,000 00 | \$10,450 47 | ..... | ..... | 4,420 32 | \$310 92 | 515,181 71 |
| 1858 | 500,000 00 | 31,025 50 | ..... | ..... | 4,408 84 | ..... | 535,434 34 |
| 1859 | ..... | ..... | 680,000 00 | ..... | 4,629 29 | ..... | 684,629 29 |
| 1860 | 1,200,000 00 | 15,178 50 | ..... | ..... | 4,860 75 | ..... | 1,220,039 25 |
| 1861 | ..... | ..... | ..... | 645,842 16 | 5,103 79 | ..... | 650,945 95 |
| 1862 | ..... | ..... | 1,580,742 61 | 1,146,242 66 | ..... | 41,086 77 | 2,768,072 04 |
| 1863 | ..... | ..... | 198,534 00 | 1,116,242 66 | 37,178 76 | ..... | 1,351,955 42 |
| 1864 | ..... | ..... | ..... | 1,116,242 66 | 40,998 54 | ..... | 1,157,241 20 |
| 1865 | ..... | ..... | ..... | ..... | 40,443 25 | ..... | 40,443 25 |
| 1866 | ..... | ..... | 690,000 00 | 824,756 39 | 32,766 75 | ..... | 1,547,523 14 |
| 1867 | ..... | ..... | ..... | 780,165 14 | 71,381 28 | ..... | 851,546 42 |
| 1868 | ..... | ..... | ..... | 1,116,242 66 | 30,449 84 | ..... | 1,146,692 50 |
| 1869 | ..... | ..... | ..... | 1,382,772 58 | 35,805 44 | ..... | 1,418,578 02 |
| 1870 | ..... | ..... | ..... | ..... | 46,550 22 | ..... | 46,550 22 |
| 1871 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 1872 | 1,562,900 00 | 9,789 86 | 913,866 65 | ..... | ..... | ..... | 2,486,556 51 |
| 1873 | 3,145,500 00 | ..... | ..... | 123,286 80 | ..... | 183,686 61 | 3,452,473 41 |
| 1874 | 2,004,600 00 | ..... | 575,339 69 | 1,278,506 08 | ..... | 54,825 42 | 3,913,271 19 |
| 1875 | 2,000,000 00 | ..... | ..... | 458,679 68 | 22,285 04 | ..... | 2,540,964 72 |
| 1876 | 473,000 00 | 60,000 00 | *655,538 69 | 338,138 28 | 11,818 97 | ..... | 1,506,097 44 |
| 1877 | ..... | 27,601 50 | ..... | 3,031 33 | 46,761 90 | ..... | 49,793 23 |
| 1878 | ..... | ..... | 900,208 50 | 248,902 38 | 59,466 63 | +143,733 34 | 1,352,310 85 |
| 1879 | ..... | ..... | 805,083 31 | 169,477 99 | 43,220 00 | 2,070 00 | 1,019,851 30 |
| 1880 | | | 789,724 90 | 311,118 79 | 50,435 00 | | 1,151,278 69 |
| 1881 | | | 878,938 03 | | 80,773 66 | 13,034 96 | 972,746 65 |

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|------------|-----------------|--------------|-----------------|-----------------|----------------|--------------|-----------------|
| 1882..... | | | 786,797 92 | | 78,887 88 | 3,695 20 | 841,381 00 |
| 1883..... | | | 1,115,648 46 | | 78,955 93 | 12,235 40 | 1,206,839 79 |
| 1884..... | ..... | ..... | 1,988,508 34 | ..... | 90,144 45 | .. | 2,078,652 79 |
| 1885..... | ..... | ..... | 950,310 09 | ..... | 137,490 76 | 55,781 25 | 1,143,582 01 |
| 1886..... | ..... | ..... | 850,310 00 | ..... | 148,985 78 | 22,875 00 | 1,022,170 78 |
| Total..... | \$11,886,000 00 | \$154,045 83 | \$14,564,051 10 | \$11,154,509 96 | \$1,220,458 99 | \$533,334 87 | \$39,512,400 75 |

* Transferred from the fund for extraordinary repairs, pursuant to section 7 of chapter 425 of the Laws of 1876. The money was originally appropriated from the proceeds of taxes for extraordinary repairs.

† Transferred from Sinking Funds under article 7. sections 1 and 12 of the Constitution, pursuant to chapter 150 of the Laws 1878, being the surpluses of those funds.

STATEMENT No. 40—(Continued).

Paid.

| YEARS. | Principal of debt. | Interest on debt. | Premium on stocks pur- chased. | Accrued inter- est on stocks purchased. | Interest on temporary advances. | Premium on coin purchased to pay interest. | Miscellaneous. | Total. |
|-----------|-----------------------|----------------------|--------------------------------------|---|---------------------------------------|--|----------------|--------------|
| 1854..... | ..... | \$18,691 23 | ..... | ..... | ..... | ..... | ..... | \$18,691 23 |
| 1855..... | ..... | 211,274 82 | ..... | ..... | ..... | ..... | ..... | 211,274 82 |
| 1856..... | ..... | 477,484 11 | ..... | ..... | ..... | ..... | ..... | 477,484 11 |
| 1857..... | ..... | 644,914 37 | ..... | ..... | ..... | ..... | ..... | 644,914 37 |
| 1858..... | ..... | 706,280 80 | ..... | ..... | ..... | ..... | ..... | 706,280 80 |
| 1859..... | ..... | 710,000 00 | ..... | ..... | ..... | ..... | ..... | 710,000 00 |
| 1860..... | ..... | 728,000 00 | ..... | ..... | \$40,614 02 | ..... | \$431 29 | 769,045 31 |
| 1861..... | ..... | 782,000 00 | \$498 13 | \$745 35 | ..... | ..... | 132 53 | 783,376 01 |
| 1862..... | \$1,200,000 00 | 728,000 00 | ..... | ..... | ..... | ..... | ..... | 1,928,000 00 |
| 1863..... | 60,000 00 | 710,000 00 | 6,982 50 | 288 75 | ..... | \$117,592 75 | ..... | 894,865 00 |
| 1864..... | 204,000 00 | 704,450 00 | 22,737 50 | 1,038 50 | ..... | 10,735 55 | ..... | 942,961 55 |
| 1865..... | 69,000 00 | 694,212 50 | 8,990 00 | 1,188 47 | ..... | ..... | ..... | 772,390 97 |
| 1866..... | 100,000 00 | 690,850 00 | ..... | 249 42 | ..... | ..... | ..... | 791,099 42 |
| 1867..... | 792,000 00 | 657,975 00 | ..... | 3,211 44 | ..... | ..... | ..... | 1,453,186 44 |
| 1868..... | 450,900 00 | 630,057 50 | 2,254 50 | ..... | ..... | ..... | ..... | 1,083,212 00 |
| 1869..... | 502,900 00 | 611,715 00 | 15,010 30 | 53 17 | ..... | ..... | ..... | 1,129,678 47 |
| 1870..... | 536,200 00 | 573,186 00 | 29,551 00 | ..... | ..... | 51,296 67 | ..... | 1,190,233 67 |
| 1871..... | ..... | 557,100 00 | ..... | ..... | ..... | 67,402 87 | ..... | 624,502 87 |
| 1872..... | 1,481,800 00 | 533,656 50 | ..... | ..... | ..... | 60,195 56 | 2,739 99 | 2,078,392 05 |
| 1873..... | 3,145,300 00 | 502,393 50 | ..... | ..... | ..... | 62,888 24 | 227,306 23 | 3,937,887 97 |
| 1874..... | 2,028,800 00 | 527,188 84 | ..... | ..... | ..... | 40,404 96 | 106,631 17 | 2,703,024 97 |
| 1875..... | 2,141,600 00 | 551,260 39 | ..... | ..... | ..... | 83,029 99 | 7,570 85 | 2,783,461 23 |
| 1876..... | 478,000 00 | 551,160 00 | ..... | ..... | ..... | 65,928 20 | 3,150 47 | 1,098,238 67 |
| 1877..... | 181,300 00 | 546,036 89 | 25,845 00 | ..... | ..... | 31,173 95 | 2,125 75 | 786,481 59 |
| 1878..... | ..... | 540,822 00 | ..... | ..... | ..... | 8,109 54 | 2,114 50 | 551,046 04 |
| 1879..... | 32,000 00 | 540,822 00 | 5,622 50 | ..... | ..... | ..... | 2,106 50 | 580,551 00 |
| 1880..... | ..... | 538,902 00 | 10,450 00 | ..... | ..... | ..... | 2,075 00 | 551,427 00 |
| 1881..... | 5,000 00 | 538,602 00 | 55,581 25 | ..... | ..... | ..... | 2,062 00 | 601,248 25 |
| 1882..... | ..... | 538,602 00 | ..... | ..... | ..... | ..... | 2,062 00 | 540,664 00 |
| 1883..... | 635,200 00 | 519,336 00 | 278,303 13 | 71 67 | ..... | ..... | 2,074 50 | 1,434,985 30 |

(No. 41.)

STATEMENT of the operation of the Sinking Fund for the Canal Debt, under article 7, section 12 of the Constitution.

| YEARS. | RECEIVED. | | | | PAID. | | | | | | | | |
|---------------|--------------------|---------------------------------------|---|----------------|--------------------|-------------------|------------------------------|---------------------------------------|-----------------|--|---|---|----------------|
| | Proceeds of taxes. | Interest on deposits and investments. | Temporary loan to pay interest and investments in taxes and interest. | Total. | Principal of debt. | Interest on debt. | Premium on stocks purchased. | Accrued interest on stocks purchased. | Temporary loan. | Temporary investment in taxes to be collected. | Premium on coin purchased and interest. | Stock debt under article 7, section 10 of the Constitution. | Total. |
| 1860. | \$350,000 00 | \$18,045 69 | \$187,500 00 | \$187,500 00 | ..... | \$112,500 00 | ..... | ..... | \$187,500 | ..... | ..... | ..... | \$112,500 00 |
| 1861. | 475,205 60 | 5,764 58 | 493,251 29 | 350,000 00 | ..... | 150,000 00 | ..... | \$3,469 85 | ..... | ..... | ..... | ..... | 337,500 00 |
| 1862. | 355,040 28 | 21,101 64 | 360,804 86 | 493,251 29 | \$242,000 | 150,000 00 | ..... | 1,283 00 | ..... | ..... | ..... | ..... | 153,996 53 |
| 1864. | 535,373 94 | 18,989 58 | 556,475 58 | 360,804 86 | 15,000 | 135,255 00 | ..... | 197 43 | ..... | ..... | \$24,843 75 | ..... | 432,326 75 |
| 1865. | 367,744 97 | 35,097 36 | 386,734 55 | 556,475 58 | 41,000 | 132,735 00 | ..... | 419 69 | ..... | ..... | 605 59 | ..... | 154,758 02 |
| 1866. | 379,965 52 | 20,676 12 | 415,062 88 | 386,734 55 | 459,000 | 123,765 00 | ..... | 316 50 | ..... | ..... | ..... | \$392,585 49 | 176,148 44 |
| 1867. | 187,575 63 | 21,291 26 | 208,251 75 | 415,062 88 | 43,000 | 102,000 00 | ..... | ..... | ..... | ..... | ..... | ..... | 975,936 99 |
| 1868. | 203,853 20 | 13,601 53 | 225,144 46 | 208,251 75 | 15,000 | 101,325 00 | ..... | ..... | ..... | \$350,000 00 | ..... | ..... | 145,000 00 |
| 1869. | 184,171 40 | 28,813 21 | 556,522 93 | 225,144 46 | 71,000 | 100,035 00 | ..... | ..... | ..... | ..... | ..... | ..... | 466,400 00 |
| 1870. | 227,864 79 | 2,796 88 | 256,678 00 | 556,522 93 | 39,000 | 95,670 00 | ..... | ..... | ..... | ..... | ..... | ..... | 173,240 00 |
| 1871. | 240,957 65 | 2,789 06 | 341,250 00 | 256,678 00 | ..... | 94,500 00 | ..... | ..... | ..... | 325,000 00 | 3,573 60 | ..... | 470,428 60 |
| 1872. | 251,435 90 | 9,929 49 | 178,500 00 | 432,724 96 | 651,000 | 84,075 00 | ..... | ..... | ..... | 170,000 00 | 11,294 14 | ..... | 275,794 14 |
| 1873. | 230,271 15 | 7,619 67 | 122,430 00 | 362,630 64 | 44,000 | 52,800 00 | ..... | ..... | ..... | 115,500 00 | 103,813 95 | ..... | 954,388 95 |
| 1874. | 260,879 23 | 13,139 45 | 334,803 67 | 603,362 57 | ..... | 52,800 00 | ..... | ..... | ..... | 315,909 13 | 7,667 09 | ..... | 420,376 22 |
| 1875. | 212,592 17 | 33,866 41 | 352,590 00 | 578,321 62 | ..... | 52,800 00 | ..... | ..... | ..... | 335,800 00 | 4,282 60 | ..... | 392,882 60 |
| 1876. | 290,053 06 | 23,367 50 | 323,919 47 | 323,919 47 | ..... | 52,800 00 | ..... | ..... | ..... | ..... | 7,728 59 | ..... | 60,528 59 |
| 1877. | ..... | ..... | ..... | 23,367 50 | 880,000 | 8,824 11 | ..... | ..... | ..... | ..... | 6,273 51 | ..... | 59,073 51 |
| 1878. | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,755 36 | ..... | 137,385 67 |
| 1879. | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 26,722 89 | *91,545 58 | 1,007,092 58 |
| 1880,'81,'82. | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 1883,'84,'85. | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 1886. | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Total | \$4,752,984 49 | \$276,889 43 | \$1,875,883 67 | \$6,905,757 59 | \$2,500,000 | \$2,804,684 11 | \$110,928 91 | \$2,743 30 | \$187,500 | \$1,612,209 13 | \$203,561 07 | \$484,131 07 | \$6,905,757 59 |

* Surplus of the fund transferred to Sinking Fund under article 7, section 3, in pursuance of Act chapter 150 of the Laws of 1878.

(No. 42.)

STATEMENT showing the amount of taxes paid into the treasury, for account of the Canal Fund, under the present Constitution.

| YEARS | For redemption of Cayuga and Seneca canal stock. | For Sinking Fund, under article 7, section 1. | For Sinking Fund, under article 7, section 3. | For Sinking Fund, under article 7, section 12. | For General Fund Debt Sinking Fund. | For enlargement of the canals, under article 7, section 3. | For improvement of the Champlain canal. | For extension of the Chenango canal. | For improvement of the Genesee Valley canal. | For maintenance and ordinary repairs. | Total. |
|----------|--|---|---|--|-------------------------------------|--|---|--------------------------------------|--|---------------------------------------|--------------|
| 1846.... | \$56,503 47 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | \$56,503 47 |
| 1847.... | | \$119,410 30 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 119,410 30 |
| 1854.... | b 621,467 47 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 621,467 47 |
| 1856.... | | | \$232,500 00 | ..... | \$87,500 00 | ..... | ..... | ..... | ..... | ..... | 320,000 00 |
| 1857.... | | | | | 262,500 00 | ..... | ..... | ..... | ..... | ..... | 262,500 00 |
| 1858.... | | 40,500 00 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,240,500 00 |
| 1859.... | | 47,000 00 | 680,000 00 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 890,567 66 |
| 1860.... | | | | | | | | | | | 1,069,515 70 |
| 1861.... | | | | \$350,000 00 | ..... | 1,069,515 70 | ..... | ..... | ..... | ..... | 840,552 28 |
| 1862.... | | | 1,580,742 61 | 475,005 60 | ..... | 490,552 28 | ..... | ..... | ..... | ..... | 2,769,623 09 |
| 1863.... | | | 198,534 00 | 355,040 28 | ..... | 713,674 88 | ..... | ..... | ..... | ..... | 1,420,188 45 |
| 1864.... | | | | 535,373 94 | ..... | 866 614 17 | ..... | ..... | ..... | ..... | 535,373 94 |
| 1865.... | | | | 367,744 97 | ..... | ..... | \$147,097 99 | \$275,000 00 | \$91,936 24 | ..... | 881,779 20 |
| 1866.... | | | 690,000 00 | 379,965 52 | ..... | 639,879 33 | 151,986 21 | 285,782 86 | ..... | ..... | 2,147,613 92 |
| 1867.... | | | | 187,575 63 | ..... | 656,246 00 | 281,363 15 | 281,363 15 | ..... | ..... | 1,406,547 93 |
| 1868.... | | | | 209,853 20 | ..... | 815,412 78 | ..... | ..... | ..... | ..... | 1,019,265 98 |
| 1869.... | | *346,153 47 | ..... | 184,171 40 | ..... | 678,575 52 | 95,700 00 | 281,800 00 | 242,000 00 | ..... | 1,828,400 39 |
| 1870.... | | | | 227,864 79 | ..... | 1,087,188 77 | 80,000 00 | 200,000 00 | ..... | ..... | 1,595,053 56 |
| 1871.... | | +24,713 61 | ..... | 240,957 65 | ..... | 3,274,364 67 | 140,000 00 | 200,000 00 | ..... | ..... | 3,880,035 93 |
| 1872.... | | *25,000 00 | 913,866 65 | 251,435 90 | ..... | 470,495 71 | +402,297 43 | 175,000 00 | ..... | ..... | 2,238,095 69 |
| 1873.... | | *50,000 00 | ..... | 230,271 15 | ..... | 2,194,843 06 | 69,544 75 | 101,158 68 | ..... | ..... | 2,645,817 64 |
| 1874.... | | +220,000 00 | 575,339 69 | 260,879 23 | ..... | 2,441,018 16 | ..... | ..... | ..... | ..... | 3,497,237 08 |
| 1875.... | | | | 212,592 17 | ..... | 1,835,226 87 | +500,000 00 | ..... | ..... | ..... | 2,537,819 04 |
| 1876.... | | | | 290,053 06 | ..... | 422,766 90 | ..... | ..... | ..... | ..... | 712,819 96 |
| 1877.... | | | | | | | | | | | |
| 1878.... | | | 900,208 50 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 900,208 50 |
| 1879.... | | | 805,083 31 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 805,083 31 |
| 1880.... | | | 789,724 90 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 789,724 90 |
| 1881.... | | | 878,938 03 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 878,938 03 |

For damages prior to June 1, 1846, and sun-
dry objects and works.
b For damages prior to June 1, 1846, and sun-
dry objects and works.

STATEMENT No. 42—(Continued).

| YEARS | For redemption of Cayuga and Seneca canal stock. | For Sinking Fund, under article 7, section 1. | For Sinking Fund, under article 7, section 1. | For Sinking Fund, under article 7, section 1. | For Sinking Fund, under article 7, section 12. | For General Fund Debt Sinking Fund. | For enlargement of the canals, under article 7, section 3. | For improvement of the Champlain canal. | For extension of the Chenango canal. | For improvement of the Genesee Valley canal. | For maintenance and ordinary repairs. | Total. |
|---|--|---|---|---|--|-------------------------------------|--|---|--------------------------------------|--|---------------------------------------|-----------------|
| 1882..... | | | | | | | | | | | | 758,797 92 |
| 1883..... | | | | | | | | | | | 269 30 | 1,115,917 76 |
| 1884..... | | | | | | | 82,360 98 | ..... | ..... | ..... | 829,675 00 | 2,900,544 32 |
| 1885..... | | | | | | | 115,301 41 | ..... | ..... | ..... | 652,800 00 | 1,718,411 41 |
| 1886..... | | | | | | | 62,313 17 | ..... | ..... | ..... | 770,750 00 | 1,683,373 17 |
| Total | \$677,970 94 | \$872,777 38 | \$4,752,984 49 | \$250,000 00 | \$19,269,918 02 | \$1,867,989 53 | \$1,800,104 69 | \$333,936 24 | \$2,253,494 30 | | | \$46,087,688 00 |
| Balance of tax of 1884 on hand, unappropriated..... | | | | | | | | | | | | |
| Balance of tax of 1885 on hand, unappropriated..... | | | | | | | | | | | | |
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(No. 43.)

STATEMENT showing: 1. The amount of tolls (including rents from surplus waters) collected in each fiscal year, from 1826 to 1883. 2. Total sum paid to collectors, inspectors and weighmasters, and the expenses of their offices. 3. The percentage of the cost of collection on the gross amount of tolls collected. 4. The year in which the collection of tolls commenced on each lateral canal.

| YEARS. | 1. Tolls. | 2. Cost of collection. | 3. Per cent. | 4. Names of canals. |
|-----------|--------------|------------------------------|--------------------|-----------------------------------|
| 1826..... | \$844,508 02 | ..... | ..... | Cayuga and Seneca. |
| 1827..... | 881,134 09 | \$27,086 61 | 3.06 | |
| 1828..... | 831,002 10 | 31,095 20 | 3.73 | Oswego. |
| 1829..... | 817,919 28 | 32,171 04 | 3.91 | |
| 1830..... | 1,045,163 42 | 29,368 91 | 2.77 | |
| 1831..... | 751,268 62 | 27,686 13 | 3.72 | |
| 1832..... | 1,112,917 74 | 30,191 44 | 2.60 | |
| 1833..... | 1,388,330 53 | 32,477 33 | 2.30 | |
| 1834..... | 1,387,715 02 | 33,227 39 | 2.37 | { Chemung and Crooked Lake. |
| 1835..... | 1,484,595 61 | 35,391 37 | 2.35 | |
| 1836..... | 1,598,455 48 | 35,275 32 | 2.19 | |
| 1837..... | 1,325,609 77 | 41,476 69 | 3.09 | Chenango. |
| 1838..... | 1,465,275 16 | 36,466 94 | 2.45 | |
| 1839..... | 1,655,788 56 | 52,329 85 | 3.20 | |
| 1840..... | 1,606,827 28 | 53,691 33 | 3.36 | |
| 1841..... | 1,939,686 71 | 53,247 08 | 2.66 | { Genesee Valley and Oneida Lake. |
| 1842..... | 1,797,463 80 | 52,362 67 | 2.89 | |
| 1843..... | 1,953,829 08 | 47,065 05 | 2.40 | |
| 1844..... | 2,388,457 34 | 46,260 05 | 1.92 | |
| 1845..... | 2,375,533 43 | 47,423 69 | 1.93 | |
| 1846..... | 2,798,849 76 | 49,312 14 | 1.75 | |
| 1847..... | 3,463,710 26 | 50,759 55 | 1.47 | |
| 1848..... | 3,156,968 38 | 57,768 31 | 1.83 | |
| 1849..... | 3,378,920 18 | 56,706 62 | 1.68 | |
| 1850..... | 3,393,081 37 | 54,986 50 | 1.62 | Black River. |
| 1851..... | 3,703,999 34 | 75,358 45 | 2.03 | |
| 1852..... | 3,174,857 49 | 69,544 31 | 2.19 | |
| 1853..... | 3,162,190 14 | 70,460 42 | 2.22 | Baldwinsville. |
| 1854..... | 2,982,114 97 | 75,542 93 | 2.53 | |
| 1855..... | 2,632,906 11 | 79,846 49 | 3.03 | |
| 1856..... | 2,721,740 63 | 82,623 83 | 3.04 | |
| 1857..... | 2,531,804 38 | 83,046 94 | 3.23 | |
| 1858..... | 2,047,391 01 | 83,376 06 | 4.31 | |
| 1859..... | 1,814,362 47 | 69,582 93 | 3.84 | |
| 1860..... | 2,331,301 23 | 96,889 04 | 4.07 | |
| 1861..... | 3,358,033 97 | 70,456 85 | 2.10 | |
| 1862..... | 4,797,283 09 | 66,454 20 | 1.39 | |
| 1863..... | 5,029,596 32 | 65,938 58 | 1.31 | |
| 1864..... | 4,310,293 02 | 68,577 17 | 1.59 | |
| 1865..... | 3,521,631 63 | 77,122 55 | 2.19 | |
| 1866..... | 4,253,224 92 | 85,890 65 | 2.02 | |
| 1867..... | 3,993,326 29 | 87,993 00 | 2.20 | |
| 1868..... | 4,418,309 50 | 90,108 81 | 2.04 | |
| 1869..... | 4,114,093 52 | 90,939 03 | 2.19 | |
| 1870..... | 3,083,023 05 | 104,496 39 | 3.39 | |
| 1871..... | 2,814,953 79 | 103,098 61 | 3.66 | |
| 1872..... | 3,063,033 89 | 97,466 32 | 3.18 | |
| 1873..... | 3,027,568 67 | 95,775 05 | 3.16 | |
| 1874..... | 2,923,400 82 | 97,679 83 | 3.34 | |
| 1875..... | 1,904,855 64 | 87,975 50 | 4.62 | |
| 1876..... | 1,478,276 55 | 84,254 37 | 5.70 | |
| 1877..... | 1,049,223 15 | 65,393 12 | 6.23 | |
| 1878..... | 984,984 62 | 54,813 76 | 5.56 | |
| 1879..... | 909,640 33 | 47,169 53 | 5.18 | |
| 1880..... | 1,185,529 82 | 51,909 89 | 4.38 | |
| 1881..... | 812,067 05 | 44,897 26 | 5.53 | |
| 1882..... | 649,513 73 | 38,227 96 | 5.89 | |
| 1883..... | * 274,255 14 | 27,371 24 | ..... |  |

* From commencement of the fiscal year to the close of navigation in 1882.

(No. 44.)

STATEMENT showing: 1. The tolls (including rents from surplus waters) received in each fiscal year from 1826 to 1883. 2. The cost of repairs and collection of tolls. 3. The percentage which the cost of the maintenance of all the canals bears to the gross amount of tolls. 4. The aggregate tonnage of the total movement on all the canals from 1836, when an account of tonnage was commenced, to 1883.

| YEARS. | 1. Tolls collected. | 2. Expenses of collection and repairs. | 3. Per cent of cost of mainte- nance on tolls. | 4. Tonnage of all canals. |
|------------|------------------------|---|---|---------------------------------|
| 1826..... | \$844,508 02 | \$531,675 73 | 62.95 | ..... |
| 1827..... | 881,134 99 | 494,701 05 | 56.18 | ..... |
| 1828..... | 831,002 10 | 393,517 99 | 47.41 | ..... |
| 1829..... | 817,919 23 | 357,587 52 | 43.76 | ..... |
| 1830..... | 1,045,163 42 | 292,673 76 | 28.03 | ..... |
| 1831*..... | 751,268 62 | 224,419 83 | 29.82 | ..... |
| 1832..... | 1,112,917 74 | 428,964 78 | 38.54 | ..... |
| 1833..... | 1,388,380 53 | 487,797 32 | 35.15 | ..... |
| 1834..... | 1,387,715 02 | 534,897 82 | 38.54 | ..... |
| 1835..... | 1,484,595 61 | 510,524 76 | 34.41 | ..... |
| 1836..... | 1,598,455 48 | 467,599 33 | 29.22 | 1,310,807 |
| 1837..... | 1,325,609 77 | 608,993 60 | 45.88 | 1,171,296 |
| 1838..... | 1,465,275 16 | 622,027 29 | 42.42 | 1,333,011 |
| 1839..... | 1,655,788 56 | 504,757 53 | 30.45 | 1,435,713 |
| 1840..... | 1,606,827 23 | 575,020 58 | 35.80 | 1,416,046 |
| 1841..... | 1,989,686 71 | 514,517 55 | 25.84 | 1,521,661 |
| 1842..... | 1,797,463 80 | 642,584 32 | 35.72 | 1,236,931 |
| 1843..... | 1,953,829 08 | 531,145 56 | 27.18 | 1,513,439 |
| 1844..... | 2,388,457 34 | 636,857 72 | 26.63 | 1,816,586 |
| 1845..... | 2,375,533 43 | 738,106 32 | 31.07 | 1,977,565 |
| 1846..... | 2,798,849 76 | 639,353 01 | 22.83 | 2,268,662 |
| 1847..... | 3,463,710 26 | 641,650 08 | 18.53 | 2,864,810 |
| 1848..... | 3,156,968 38 | 855,850 64 | 27.11 | 2,796,230 |
| 1849..... | 3,378,920 18 | 685,803 91 | 20.30 | 2,894,732 |
| 1850..... | 3,393,081 37 | 835,965 81 | 24.64 | 3,076,617 |
| 1851..... | 3,703,999 34 | 907,730 20 | 24.50 | 3,582,732 |
| 1852..... | 3,174,857 49 | 1,049,045 92 | 33.04 | 3,863,441 |
| 1853..... | 3,162,190 14 | 1,098,476 92 | 34.73 | 4,247,853 |
| 1854..... | 2,982,114 97 | 1,237,866 20 | 41.51 | 4,165,862 |
| 1855..... | 2,632,906 11 | 989,792 12 | 37.59 | 4,022,617 |
| 1856..... | 2,721,740 63 | 786,633 40 | 28.90 | 4,116,082 |
| 1857..... | 2,531,804 38 | 970,453 46 | 38.33 | 3,344,061 |
| 1858..... | 2,047,291 01 | 1,078,878 91 | 52.69 | 3,665,192 |
| 1859..... | 1,814,362 47 | 897,878 96 | 49.49 | 3,781,684 |
| 1860..... | 2,381,301 28 | 746,976 78 | 31.33 | 4,650,214 |
| 1861..... | 3,358,033 97 | 706,786 14 | 21.05 | 4,507,635 |
| 1862..... | 4,797,283 09 | 773,398 32 | 16.12 | 5,598,785 |
| 1863..... | 5,029,596 32 | 770,882 52 | 15.33 | 5,557,692 |
| 1864..... | 4,310,293 02 | 1,028,909 46 | 23.87 | 4,852,941 |
| 1865..... | 3,521,631 63 | 1,927,373 59 | 54.73 | 4,729,654 |
| 1866..... | 4,253,224 92 | 1,434,989 73 | 33.74 | 5,775,220 |
| 1867..... | 3,993,326 29 | 1,220,192 65 | 20.56 | 5,688,325 |
| 1868..... | 4,418,309 50 | 1,184,245 04 | 26.80 | 6,442,225 |
| 1869..... | 4,114,093 52 | 1,278,507 52 | 31.08 | 5,859,080 |
| 1870..... | 3,083,023 05 | †1,945,635 92 | 63.11 | 6,173,769 |
| 1871..... | 2,814,953 79 | ‡2,250,145 62 | 79.94 | 6,467,888 |
| 1872..... | 3,063,034 89 | §2,078,020 62 | 67.84 | 6,673,270 |
| 1873..... | 3,027,568 67 | 1,453,165 24 | 48.19 | 6,364,782 |
| 1874..... | 2,923,400 82 | 1,469,466 83 | 50.26 | 5,804,583 |
| 1875..... | 1,904,855 64 | α1,414,456 94 | 74.25 | 4,859,858 |
| 1876..... | 1,478,276 55 | β1,202,053 62 | 81.32 | 4,172,129 |
| 1877..... | 1,049,228 15 | 1,050,329 68 | 100.10 | 4,955,963 |
| 1878..... | 984,984 62 | 739,748 97 | 75.10 | 5,171,320 |
| 1879..... | 909,640 33 | 751,774 82 | 82.64 | 5,362,372 |
| 1880..... | 1,185,529 82 | 889,015 84 | 74.99 | 6,457,656 |
| 1881..... | 812,067 65 | 1,023,907 06 | 126.09 | 5,179,192 |
| 1882..... | 649,513 73 | 653,510 01 | 100.62 | 5,467,423 |
| 1883..... | 274,255 14 | 664,446 25 | ..... | 5,664,056 |

* Nine months. † Not including \$591,528.37 advanced by the Albany deposit banks. ‡ Including \$591,528.37 advanced by the Albany deposit banks. § Including \$202,344.01 reserved from revenues of 1871, for payments to contractors for repairs, in pursuance of chapter 653, Laws of 1871. α Not including \$52,859.01 reserved from revenues of 1875, for unexpended balance of appropriation for retrunking upper and lower Mohawk aqueducts, and concreting the sixteen locks. β Including \$52,859.01 reserved from the revenues of 1875, for retrunking upper and lower Mohawk aqueducts and concreting the sixteen locks. c From commencement of the fiscal year to close of navigation in 1882.

(No. 45.

STATEMENT showing the receipts from tolls and other sources, the miscellaneous expenses of collection and repairs, and surplus revenues, from 1836 to 1883, in each fiscal year.

| YEARS. | Tolls and miscellaneous receipts. | Expenses of collection and repairs. | Surplus revenues in each year. |
|-------------|-----------------------------------|-------------------------------------|--------------------------------|
| 1836 | \$1,598,455 48 | \$467,599 33 | \$1,150,856 15 |
| 1837 | 1,325,609 77 | 608,993 60 | 716,616 17 |
| 1838 | 1,465,275 16 | 622,027 29 | 843,247 87 |
| 1839 | 1,655,788 56 | 504,757 53 | 1,151,031 03 |
| 1840 | 1,606,827 28 | 575,020 58 | 1,031,806 70 |
| 1841 | 1,989,6~6 71 | 514,517 55 | 1,475,169 16 |
| 1842 | 1,797,463 80 | 642,584 30 | 1,154,879 50 |
| 1843 | 1,953,829 08 | 531,145 56 | 1,422,683 52 |
| 1844 | 2,388,457 34 | 636,857 72 | 1,751,599 62 |
| 1845 | 2,375,533 43 | 738,106 32 | 1,637,427 11 |
| 1846 | 2,842,214 13 | 639,353 01 | 2,202,861 12 |
| 1847 | 3,473,484 60 | 641,650 08 | 2,831,834 52 |
| 1848 | 3,204,070 16 | 855,850 64 | 2,348,219 52 |
| 1849 | 3,442,906 62 | 685,803 91 | 2,757,102 71 |
| 1850 | 3,486,172 30 | 835,965 81 | 2,650,206 49 |
| 1851 | 3,722,163 11 | 907,730 20 | 2,814,432 91 |
| 1852 | 3,179,145 78 | 1,049,045 92 | 2,130,099 86 |
| 1853 | 3,168,546 51 | 1,098,476 92 | 2,070,069 59 |
| 1854 | 2,988,665 21 | 1,237,866 20 | 1,750,799 01 |
| 1855 | 2,639,792 12 | 989,792 12 | 1,650,000 00 |
| 1856 | 2,749,133 40 | 786,633 40 | 1,962,500 00 |
| 1857 | 2,559,469 06 | 970,453 46 | 1,589,015 60 |
| 1858 | 2,072,204 88 | 1,078,878 91 | 993,325 97 |
| 1859 | 1,859,879 63 | 897,878 96 | 962,000 67 |
| 1860 | 2,416,588 39 | 746,976 78 | 1,669,611 61 |
| 1861 | 3,402,628 30 | 706,786 14 | 2,695,842 16 |
| 1862 | 4,854,989 67 | 773,398 32 | 4,081,591 35 |
| 1863 | 5,118,501 35 | 770,882 52 | 4,347,618 83 |
| 1864 | 4,346,265 52 | 1,028,909 46 | 3,317,356 06 |
| 1865 | 3,577,465 45 | 1,927,373 59 | 1,650,091 86 |
| 1866 | 4,309,746 12 | 1,434,989 73 | 2,874,756 39 |
| 1867 | 4,050,357 79 | 1,220,192 65 | 2,830,165 14 |
| 1868 | 4,477,546 17 | 1,184,245 04 | 3,293,301 13 |
| 1869 | 4,161,280 10 | 1,278,507 52 | 2,882,772 58 |
| 1870 | 3,107,138 90 | * 1,945,635 92 | 1,161,502 98 |
| 1871 | 2,842,549 94 | † 2,250,145 62 | 592,404 32 |
| 1872 | 3,078,247 96 | ‡ 2,078,020 62 | 1,000,227 34 |
| 1873 | 3,082,452 04 | 1,459,165 24 | 1,623,286 80 |
| 1874 | 2,947,972 91 | 1,469,466 83 | 1,478,506 08 |
| 1875 | 1,925,995 63 | \$ 1,467,315 95 | 458,679 68 |
| 1876 | 1,487,332 89 | ¶ 1,149,194 61 | 338,138 28 |
| 1877 | 1,053,361 01 | 1,050,329 68 | 3,031 33 |
| 1878 | 988,651 35 | 739,748 97 | 248,902 38 |
| 1879 | 921,252 81 | 751,774 82 | 169,477 99 |
| 1880 | 1,200,134 63 | 889,015 84 | 311,118 79 |
| 1881 | 818,264 61 | 1,023,907 06 | ‖ 205,642 45 |
| 1882 | 659,970 35 | 653,510 01 | 6,460 34 |
| 1883 | 282,800 41 | 664,446 25 | ..... |
| Total | \$124,656,268 42 | \$47,180,928 49 | \$77,856,985 77 |

* Not including \$591,528 37, advanced by the Albany deposit banks.
† Including \$591,528.37, advanced by the Albany deposit banks.
‡ Including \$202,344.01, reserved from the revenues of 1871 for payments to contractors for repairs, in pursuance of chapter 653, Laws of 1871.
§ Including \$52,859.01, unexpended balance of appropriation for retrunking the upper and lower Mohawk aqueducts, and for concreting the sixteen locks.
¶ Not including \$52,859.01, paid out of the appropriations from revenues of previous year.
‖ Deficiency.

STATEMENT showing the progress of the Canal Debt, the amount paid for interest on loans and to the Canada Commissioners and Superintendent of Public Works, from 1836 to 1886 ; also the surplus revenues in each fiscal year, from 1836 to 1882.

| FISCAL YEAR. | PROGRESS OF THE CANAL DEBT. | | | PAID. | | Surplus reve- nues in each fiscal year. |
|--------------|-----------------------------|--------------|--|-----------------------|---|---|
| | Borrowed. | Redeemed. | Canal debt at close of each fiscal year. | Interest on loans. | Canal Commis- sioners and Supt. of Public Works on all the canals. | |
| | | | | | | |
| 1836. | \$650,000 00 | \$651,249 46 | \$6,326,806 73 | \$328,744 86 | \$977,550 82 | \$1,130,856 15 |
| 1837. | 810,920 22 | 971,644 93 | 6,166,082 02 | 309,108 82 | 1,206,663 63 | 716,616 17 |
| 1838. | 3,493,061 54 | 351,023 15 | 9,308,120 41 | 446,798 88 | 1,640,070 19 | 843,247 87 |
| 1839. | 1,545,000 00 | 67,300 33 | 10,785,820 08 | 494,817 34 | 3,655,400 09 | 1,151,031 03 |
| 1840. | 3,478,553 90 | 137,726 22 | 14,126,617 76 | 658,921 58 | 5,005,515 75 | 1,031,806 70 |
| 1841. | 2,213,497 57 | 33,770 85 | 16,306,374 48 | 801,683 57 | 3,647,214 53 | 1,475,169 16 |
| 1842. | 3,411,613 00 | 143,600 03 | 19,574,392 45 | 1,006,497 81 | 2,599,116 81 | 1,154,879 50 |
| 1843. | 1,002,700 00 | 184,768 27 | 20,392,324 28 | 1,093,474 98 | 796,230 84 | 1,422,683 52 |
| 1844. | 655,000 00 | 333,418 60 | 20,713,905 58 | 1,116,726 53 | 712,449 53 | 1,751,599 62 |
| 1845. | 245,000 00 | 1,268,884 81 | 19,690,020 77 | 1,104,319 98 | 333,717 68 | 1,637,427 11 |
| 1846. | 300,000 00 | 2,961,780 64 | 17,028,240 13 | 976,552 48 | 182,367 30 | 2,202,861 12 |
| 1847. | ..... | 284,490 54 | 16,743,749 57 | 937,205 64 | 162,276 27 | 2,831,834 52 |
| 1848. | 1,314,819 34 | 1,344,919 00 | 16,713,649 91 | 911,736 05 | 864,767 36 | 2,348,219 52 |
| 1849. | 1,889,024 76 | 2,097,392 00 | 16,505,345 67 | 898,599 05 | 1,513,862 71 | 2,757,102 71 |
| 1850. | 192,295 49 | 482,786 74 | 16,215,144 52 | 868,873 74 | 2,132,370 93 | 2,650,206 49 |
| 1851. | 1,000,000 00 | 573,609 91 | 16,641,534 61 | 835,064 66 | 1,444,706 71 | 2,814,432 91 |
| 1852. | 700,000 00 | 340,265 45 | 17,001,269 16 | 843,795 62 | 1,381,254 63 | 2,120,099 86 |
| 1853. | ..... | ..... | 17,001,269 16 | 960,790 28 | 1,022,005 84 | 2,070,069 59 |
| 1854. | 2,250,000 00 | 479,025 00 | 18,724,244 16 | 926,231 51 | 1,156,024 74 | 1,750,799 01 |
| 1855. | 3,750,000 00 | 2,240,911 00 | 20,281,333 16 | 1,076,573 17 | 2,938,707 23 | 1,650,000 00 |
| 1856. | 6,750,000 00 | 4,489,266 34 | 22,542,066 82 | 1,194,306 67 | 4,011,241 22 | 1,962,500 00 |
| 1857. | 2,750,000 00 | 1,102,285 00 | 25,189,781 82 | 1,361,736 93 | 2,941,936 58 | 1,589,015 60 |
| 1858. | 2,200,000 00 | 2,929,767 34 | 24,460,014 48 | 1,406,120 80 | 1,942,658 43 | 993,325 97 |
| 1859. | ..... | 152,170 00 | 24,307,844 48 | 1,358,892 32 | 856,159 49 | 962,000 67 |
| 1860. | 2,000,000 90 | 1,100,523 00 | 27,107,321 48 | 1,472,745 78 | 4,264,976 23 | 1,669,611 61 |
| 1861. | 1,200,000 00 | 2,175,551 23 | 26,131,770 25 | 1,505,304 64 | 1,188,758 07 | 2,695,842 16 |
| 1862. | ..... | 2,120,000 00 | 24,011,770 25 | 1,429,859 36 | 1,264,078 51 | 4,081,591 35 |
| 1863. | ..... | 733,300 00 | 23,278,470 25 | 1,381,995 76 | 545,623 28 | 4,347,618 83 |
| 1864. | ..... | 836,700 00 | 22,441,770 25 | 1,321,440 26 | 948,380 67 | 3,317,356 06 |
| 1865. | ..... | 844,374 76 | 19,597,395 49 | 1,176,289 39 | 1,019,611 50 | 1,650,091 86 |
| 1866. | ..... | 1,348,935 49 | 18,248,460 00 | 1,081,875 38 | 1,253,784 14 | 2,874,756 39 |
| 1867. | ..... | 2,515,400 00 | 15,733,060 00 | 969,402 50 | 1,515,611 00 | 2,830,465 14 |
| 1868. | ..... | 1,483,100 00 | 14,249,960 00 | 869,761 25 | 1,103,460 47 | 3,293,301 13 |

the amended by Canal

| | | 1885. | 1886. |
|-------|-------|----------|--------------|
| 1 22 | \$8 | 2,253 95 | \$46,101 24 |
| 8 76 | 2 | 6,676 02 | 25,410 98 |
| 2 08 | 4 | 3,566 11 | 22,408 45 |
| 7 49 | 2 | 1,975 79 | 24,530 87 |
| 2 17 | 1 | 4,564 33 | 16,633 05 |
| 0 49 | 4 | 158 13 | 16,769 57 |
| 1 95 | 1 | 2,912 89 | 1,200 00 |
| 8 57 | 1 | 4,366 48 | 26,604 77 |
| 8 92 | 2 | 3,368 24 | 25,460 99 |
| 0 75 | 2 | 6,508 58 | 28,693 02 |
| 73 64 | 2 | 0,898 27 | 49,205 11 |
| | | | |
| | | | |
| | | | |
| 46 04 | \$31 | 1,248 79 | \$283,018 05 |
| 40 27 | 4 | 4,945 79 | 16,239 44 |
| 90 64 | 2 | 1,599 16 | 22,106 23 |
| 10 94 | 1 | 3,772 18 | 14,587 72 |
| 87 89 | \$40 | 1,565 92 | \$335,951 44 |
| 65 26 | 2 | 2,904 52 | 22,936 82 |
| 17 58 | 1 | 7,514 18 | 7,878 40 |

STATEMENT of the amounts advanced to the Superintendents of Repairs on the Canals, and to the Division Engineers in each fiscal year, from 1854 to 1886, including \$115,000 expended in 1854, under chapter 16, Laws of 1854; the amounts paid to Contractors for Repairs, and the amounts expended by Canal Commissioners and Superintendent of Public Works for Ordinary Repairs (exclusive of their salaries) during the same period.

[illegible]

| | | | | | | |
|--|----------------|----------------|-----------------|-----------------|-----------------|-----------------|
| 1869..... | ..... | \$1,685,180 00 | \$12,564,780 00 | \$862,210 25 | \$1,398,640 57 | \$2,882,772 58 |
| 1870..... | ..... | 598,200 00 | 11,966,580 00 | 724,752 00 | 2,864,018 16 | 1,161,502 98 |
| 1871..... | ..... | ..... | 11,966,580 00 | 706,921 00 | 1,863,849 62 | 1,592,404 32 |
| 1872..... | ..... | 2,132,800 00 | 11,396,680 00 | 673,052 50 | 1,846,370 98 | 1,000,227 34 |
| 1873..... | \$1,562,900 00 | 3,189,300 00 | 11,352,880 00 | 610,514 50 | 2,353,974 90 | 1,623,286 80 |
| 1874..... | 3,145,600 00 | 3,127,050 00 | 10,230,430 00 | 593,819 09 | 2,416,850 62 | 1,478,506 08 |
| 1875..... | 2,004,000 00 | 2,143,770 00 | 10,086,660 00 | 604,060 39 | 1,538,253 87 | 1,458,679 68 |
| 1876..... | 2,000,000 00 | 478,000 00 | 10,081,660 00 | 603,960 00 | 701,116 67 | 338,138 28 |
| 1877..... | 473,000 00 | 181,300 00 | 9,900,360 00 | 598,836 89 | 214,452 64 | 3,031 33 |
| 1878..... | ..... | 880,000 00 | 9,020,360 00 | 549,646 11 | 235,231 97 | 248,902 38 |
| 1879..... | ..... | 32,000 00 | 8,988,360 00 | 540,822 00 | 370,087 84 | 169,477 99 |
| 1880..... | ..... | ..... | 8,988,360 00 | 538,902 00 | 324,772 10 | 311,118 79 |
| 1881..... | ..... | 5,000 00 | 8,983,360 00 | 538,602 00 | 557,928 03 | *203,642 45 |
| 1882..... | ..... | ..... | 8,983,360 00 | 538,602 00 | 215,761 87 | 6,460 34 |
| 1883..... | ..... | 635,200 00 | 8,348,160 00 | 519,336 00 | 222,987 96 | ..... |
| 1884..... | ..... | 9,000 00 | 8,339,160 00 | 500,310 00 | 359,822 01 | ..... |
| 1885..... | ..... | ..... | 8,339,160 00 | 500,310 00 | 522,800 70 | ..... |
| 1886..... | ..... | 34,650 00 | 8,304,510 00 | 500,250 00 | 394,381 77 | ..... |
| Deduct the debt in 1835..... | | | 6,328,056 19 | | | |
| Increase of debt, 1836 to 1886 | | | \$1,976,453 81 | | | |
| Paid interest, 1836 to 1886..... |  |  | ..... | \$43,771,154 32 | | |
| Paid Canal Commissioners and Superintendent of Public Works, 1836 to 1886..... |  |  | ..... | ..... | \$73,630,925 16 | ..... |
| Amount of surplus revenues, 1836 to 1882 ..... |  |  | ..... | ..... | ..... | \$77,856,985 77 |

* Deficiency.

(No. 48.)

STATEMENT of receipts and payments on account of the enlargement of the Erie canal, in each fiscal year, up to 30th September, 1886.

| YEARS | Loans. | RECEIVED. | | | | | | | Miscellaneous. | Total. |
|-------|--------|-------------------|--------------------|------------------|------------------|------------------------------|---|------------------------------|----------------|--------------|
| | | Premium on loans. | Discount on loans. | Avails of loans. | Temporary loans. | Surplus tolls of Erie canal. | Fund for completion of the canals and for payment of the floating debt. | Constitutional Sinking Fund. | | |
| 1835 | | | | | | \$31,810 70 | ..... | ..... | ..... | \$31,810 70 |
| 1836 | | | | | | 53,218 83 | ..... | ..... | ..... | 53,218 83 |
| 1837 | | | | | | 636,312 17 | ..... | ..... | ..... | 636,312 17 |
| 1838 | | \$5,050 00 | ..... | \$1,005,050 00 | ..... | 174,694 90 | ..... | ..... | ..... | 1,179,744 90 |
| 1839 | | | | 1,500,000 00 | ..... | 303,178 22 | ..... | ..... | ..... | 2,317,834 17 |
| 1840 | | | | 2,900,000 00 | \$300,000 00 | 369,170 76 | ..... | ..... | \$7,312 75 | 3,476,911 63 |
| 1841 | | | \$100,000 00 | 2,900,000 00 | ..... | 526,262 12 | ..... | ..... | 3,040 81 | 3,059,891 15 |
| 1842 | | | 125,519 29 | 1,315,600 00 | 1,200,000 00 | ..... | ..... | ..... | 3,523 75 | 3,189,515 00 |
| 1843 | | | | 1,838,082 95 | ..... | 1,348,995 69 | ..... | ..... | 2,436 36 | 1,094,909 16 |
| 1844 | | 16,775 00 | ..... | 586,572 76 | ..... | 507,295 17 | ..... | ..... | 1,041 23 | 969,802 94 |
| 1845 | | 5,388 50 | ..... | 443,388 50 | ..... | 524,159 82 | ..... | ..... | 2,254 62 | 695,804 29 |
| 1846 | | 897 00 | ..... | 162,897 00 | ..... | 541,727 24 | ..... | ..... | 1,180 05 | 755,957 17 |
| 1847 | | 14,988 80 | ..... | 203,988 80 | ..... | 550,920 50 | ..... | ..... | 1,047 87 | 1,110,578 40 |
| 1848 | | | | | | 182,379 63 | \$367,620 37 | ..... | 1,467 47 | 3,148,732 01 |
| 1849 | | | | | | | 1,255,946 80 | \$559,110 93 | 17,829 74 | 2,061,883 80 |
| 1850 | | | | | | | 977,860 10 | 1,868,492 35 | 6,453 12 | 1,135,012 56 |
| 1851 | | | | | | | 574,854 56 | 1,032,093 51 | 38,774 87 | 968,191 96 |
| 1852 | | | | | | | 510,364 14 | 541,637 31 | 5,940 66 | 1,384,434 48 |
| 1853 | | | | | | | 438,254 98 | 419,488 02 | 7,315 60 | 1,265,146 70 |
| 1854 | | | | | | | 939,824 89 | 419,488 02 | 16,869 25 | 3,006,730 76 |
| 1855 | | | | | | | 682,279 44 | 880,327 22 | 133,793 39 | 2,414,431 75 |
| 1856 | | | | | | | 2,004,001 83 | 438,515 39 | 155,136 92 | 5,999,158 56 |
| 1857 | | | | | | | 1,808,881 88 | 4,125,792 39 | 34,179 48 | 2,476,804 68 |
| 1858 | | | | | | | 1,803,000 00 | 291,773 02 | 361,614 13 | 4,313,213 45 |
| 1859 | | | | | | | 1,810,599 99 | 2,280,797 32 | 19,991 14 | 739,164 33 |
| 1860 | | 1,825 00 | ..... | 201,825 00 | ..... | ..... | 511,557 83 | 207,935 10 | 19,671 40 | 2,809,502 55 |
| 1861 | | | | | | | 2,152,563 59 | 649,159 69 | 7,779 27 | 494,342 14 |
| 1862 | | | | | | | 398,933 47 | 83,417 00 | 11,991 67 | 1,520,612 38 |
| 1863 | | | | | | | 889,305 91 | 617,895 27 | 13,411 20 | 2,218,131 49 |
| | | | | | | | 191,224 92 | 14,365 00 | 12,541 57 | |

| | | | | | |
|--------------|-----------------|--------------|----------------|----------------|-----------------|
| 1868..... | 107,930 13 | ..... | ..... | ..... | 117,428 11 |
| 1869..... | 15,542 98 | ..... | ..... | 796 51 | 16,339 49 |
| 1870..... | 182,711 89 | ..... | ..... | 12,013 66 | 194,725 55 |
| 1871..... | 18,957 25 | ..... | ..... | 1,176 73 | 20,133 98 |
| 1872..... | 30,126 80 | ..... | ..... | 1,442 77 | 30,569 57 |
| 1873..... | 84,672 72 | ..... | ..... | 8,242 67 | 92,915 39 |
| 1874..... | 108,970 54 | ..... | ..... | 2,855 76 | 111,826 30 |
| 1875..... | 130,920 65 | ..... | ..... | 16,462 58 | 147,383 23 |
| 1876..... | 88,224 56 | ..... | ..... | 9,366 84 | 97,591 40 |
| 1877..... | 62,408 04 | ..... | ..... | 4,743 93 | 67,151 97 |
| 1878..... | 25,612 93 | ..... | ..... | 3,100 38 | 28,713 31 |
| 1879..... | 11,616 91 | ..... | ..... | 384 42 | 12,001 33 |
| 1880..... | 2,483 59 | ..... | ..... | 224 70 | 2,708 29 |
| 1881..... | 3,570 55 | ..... | ..... | 348 26 | 3,918 81 |
| 1882..... | 18,820 10 | ..... | ..... | 1,568 87 | 20,388 97 |
| 1883..... | 5,737 56 | ..... | ..... | 99 28 | 5,836 84 |
| 1884..... | 13,735 37 | ..... | ..... | 875 35 | 14,610 72 |
| 1885..... | 19,947 32 | ..... | ..... | 785 05 | 20,732 37 |
| 1886..... | 20,972 65 | ..... | ..... | 3,913 21 | 24,885 86 |
| Total | \$33,292,918 67 | \$336,540 51 | \$8,104,009 85 | \$1,400,000 00 | \$10,168,000 00 |
| | | | | \$3,829 25 | \$1,510,448 04 |
| | | | | | \$54,815,746 32 |

(No. 49.)

STATEMENT of receipts and payments on account of the Oswego canal, in each year, up to September 30, 1886, inclusive, viz.:

| YEARS. | Loans. | Premiums on loans. | RECEIVED. | | | | | Total. |
|--------|------------|--------------------|------------------|---------------------------|------------|----------------|------------------------|--------------|
| | | | Avails of loans. | Erie and Champlain tolls. | Tolls. | Sales of land. | Rent of surplus water. | |
| 1826 | | | \$227,000 00 | | | \$29,698 82 | | \$256,698 82 |
| 1827 | | | | | | 2,124 19 | | 2,124 19 |
| 1828 | 210,000 00 | \$2,805 00 | 212,805 00 | | \$2,057 82 | 79,748 59 | | 294,611 41 |
| 1829 | | | | | 9,071 93 | 34,227 86 | \$723 70 | 44,053 49 |
| 1830 | | | | | 12,430 01 | 33,508 76 | 825 00 | 46,763 77 |
| 1831 * | | | | | 11,465 20 | 11,870 75 | 1,571 83 | 28,900 45 |
| 1832 | | | | | 16,610 65 | 47 58 | 325 00 | 16,983 23 |
| 1833 | | | | | 22,965 26 | 221 81 | 325 00 | 23,512 07 |
| 1834 | | | | | 22,174 13 | 749 39 | 325 00 | 23,248 51 |
| 1835 | | | | | 26,267 09 | 456 42 | 325 00 | 27,048 51 |
| 1836 | | | | | 20,359 93 | 6,539 80 | 325 00 | 36,375 81 |
| 1837 | | | | | 24,556 97 | 8,898 00 | 325 00 | 33,779 97 |
| 1838 | | | | | 22,961 40 | 475 00 | 325 00 | 23,761 40 |
| 1839 | | | | | 32,593 80 | 4,360 00 | 325 00 | 37,278 80 |
| 1840 | | | | | 29,166 71 | | 325 00 | 29,491 71 |
| 1841 | | | | | 34,630 03 | | | 34,955 03 |
| 1842 | | | | | 35,878 82 | 131 00 | | 36,009 82 |
| 1843 | | | | | 31,914 21 | | | 31,914 21 |
| 1844 | | | | | 50,013 24 | | | 50,013 24 |
| 1845 | | | | | 53,831 17 | | | 53,831 17 |
| 1846 | | | | \$421,304 00 | 60,101 35 | | | 481,405 35 |
| 1847 | | | | 100,000 00 | 70,839 01 | | | 170,839 01 |
| 1848 | | | | | 71,564 58 | | 6,000 00 | 77,564 58 |
| 1849 | | | | | 86,139 66 | | 6,000 00 | 92,139 66 |
| 1850 | | | | | 94,524 17 | | 5,448 97 | 99,973 14 |
| 1851 | | | | | 104,366 58 | | | 104,366 58 |
| 1852 | 200,000 00 | 18,885 00 | 218,885 00 | | 82,951 22 | | 10,764 62 | 312,600 84 |
| 1853 | | | | | 88,839 97 | | 65,841 57 | 154,681 54 |
| 1854 | | | | | 81,266 00 | | 172,966 68 | 254,232 68 |
| 1855 | | | | | 64,954 15 | | 197,187 18 | 262,141 33 |
| 1856 | | | | | 96,136 22 | | 261,982 70 | 358,118 92 |
| 1857 | | | | | 105,141 39 | | 293,120 04 | 398,261 43 |
| 1858 | | | | | 83,939 46 | | 390,581 08 | 474,520 54 |

| | | | | | | | | | | | |
|--|-------|--------------|-------------|--------------|--------------|----------------|--------------|------------|----------------|----------------|-----------------|
| 1859 | ..... | ..... | ..... | ..... | ..... | 69,348 37 | ..... | ..... | ..... | 136,544 62 | 205,892 99 |
| 1860 | ..... | ..... | ..... | ..... | ..... | 109,840 03 | ..... | ..... | ..... | 352,522 14 | 462,362 17 |
| 1861 | ..... | ..... | ..... | ..... | ..... | 131,458 38 | ..... | ..... | ..... | 116,820 09 | 248,278 47 |
| 1862 | ..... | ..... | ..... | ..... | ..... | 153,006 82 | ..... | ..... | ..... | 172,019 04 | 325,025 86 |
| 1863 | ..... | ..... | ..... | ..... | ..... | 143,273 75 | ..... | 500 00 | ..... | 31,722 05 | 175,495 80 |
| 1864 | ..... | ..... | ..... | ..... | ..... | 142,561 87 | ..... | 277 50 | ..... | 35,961 63 | 178,801 00 |
| 1865 | ..... | ..... | ..... | ..... | ..... | 112,063 86 | ..... | 549 95 | ..... | 95,931 17 | 208,544 98 |
| 1866 | ..... | ..... | ..... | ..... | ..... | 143,364 27 | ..... | 49 95 | ..... | 285,933 38 | 429,317 60 |
| 1867 | ..... | ..... | ..... | ..... | ..... | 154,382 77 | ..... | 609 20 | ..... | 6,081 79 | 161,073 76 |
| 1868 | ..... | ..... | ..... | ..... | ..... | 173,027 99 | ..... | ..... | ..... | 130,195 33 | 303,223 32 |
| 1869 | ..... | ..... | ..... | ..... | ..... | 156,593 02 | ..... | ..... | ..... | 34,662 20 | 191,255 22 |
| 1870 | ..... | ..... | ..... | ..... | ..... | 138,648 54 | ..... | ..... | ..... | 233,679 75 | 372,328 29 |
| 1871 | ..... | ..... | ..... | ..... | ..... | 109,899 44 | ..... | ..... | ..... | 113,856 83 | 223,756 27 |
| 1872 | ..... | ..... | ..... | ..... | ..... | 90,796 57 | ..... | 1,040 38 | ..... | 141,673 94 | 233,510 89 |
| 1873 | ..... | ..... | ..... | ..... | ..... | 88,428 13 | ..... | ..... | ..... | 89,201 17 | 177,629 30 |
| 1874 | ..... | ..... | ..... | ..... | ..... | 70,119 59 | ..... | ..... | ..... | 156,605 58 | 226,725 17 |
| 1875 | ..... | ..... | ..... | ..... | ..... | 45,057 69 | ..... | ..... | ..... | 14,413 34 | 59,471 03 |
| 1876 | ..... | ..... | ..... | ..... | ..... | 29,007 51 | ..... | ..... | ..... | 35,758 72 | 64,766 23 |
| 1877 | ..... | ..... | ..... | ..... | ..... | 20,098 00 | ..... | ..... | ..... | 15,820 45 | 35,918 45 |
| 1878 | ..... | ..... | ..... | ..... | ..... | 12,708 56 | ..... | ..... | ..... | 15,148 53 | 27,857 09 |
| 1879 | ..... | ..... | ..... | ..... | ..... | 9,377 11 | ..... | ..... | ..... | ..... | 9,377 11 |
| 1880 | ..... | ..... | ..... | ..... | ..... | 14,388 45 | ..... | ..... | ..... | ..... | 14,388 45 |
| 1881 | ..... | ..... | ..... | ..... | ..... | 13,650 59 | ..... | ..... | ..... | 94 57 | 13,745 16 |
| 1882 | ..... | ..... | ..... | ..... | ..... | 14,696 35 | ..... | ..... | ..... | 1 88 | 14,698 23 |
| 1883 | ..... | ..... | ..... | ..... | ..... | 7,016 61 | ..... | ..... | ..... | 2 30 | 7,018 91 |
| 1884 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 35,492 65 | 35,492 65 |
| 1885 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 34,888 75 | 34,888 75 |
| 1886 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 38,538 90 | 38,538 90 |
| Total | ..... | \$637,000 00 | \$21,690 00 | \$658,690 00 | \$521,304 00 | \$3,711,526 40 | \$216,114 95 | \$6,370 53 | \$3,737,607 39 | \$8,851,613 27 | |
| Deficiencies paid by General Fund and Erie and Champlain canals..... | | | | | | | | | | | 1,267,707 55 |
| | | | | | | | | | | | \$10,119,320 82 |

* Nine months.

No. 49 — (Continued).

OSWEGO CANAL.

| YEARS. | DEFICIENCIES. | | PAID. | | | | | | Total. | |
|---------|---------------------------|--|---------------------|--|--------------------|---|-----------------------------|--|------------|----------------|
| | Paid by the General Fund. | Paid by the Erie and Champlain canals. | Principal of loans. | Surplus tolls Erie and Champlain canals. | Interest on loans. | Canal Commissioners and Superintendent of Public Works. | Superintendents of repairs. | Expenses of collectors and inspectors. | | Miscellaneous. |
| 1826. | ..... | ..... | ..... | ..... | \$5,083 81 | \$237,015 57 | ..... | ..... | ..... | \$242,099 38 |
| 1827. | ..... | ..... | ..... | ..... | 11,350 00 | 175,221 00 | ..... | ..... | ..... | 186,571 00 |
| 1828. | ..... | ..... | ..... | ..... | 18,917 35 | 83,774 46 | \$8,418 00 | ..... | \$500 00 | 111,609 81 |
| 1829. | ..... | ..... | ..... | ..... | 21,850 00 | 43,319 99 | 13,186 40 | ..... | 400 04 | 79,699 37 |
| 1830. | ..... | ..... | ..... | ..... | 21,850 00 | 3,310 00 | 12,972 51 | 1,837 25 | 364 54 | 40,334 30 |
| 1831 *. | \$16,062 18 | ..... | \$9,653 00 | ..... | 16,146 18 | ..... | 8,860 48 | 1,866 77 | 6,057 55 | 42,583 98 |
| 1832. | 13,683 53 | ..... | ..... | ..... | 21,367 36 | ..... | 12,507 99 | 1,974 39 | 1,657 88 | 37,507 62 |
| 1833. | 17,892 61 | ..... | ..... | ..... | 21,367 36 | ..... | 11,236 72 | 2,015 03 | ..... | 34,619 11 |
| 1834. | 13,738 83 | ..... | ..... | ..... | 21,367 36 | ..... | 12,522 48 | 2,008 51 | ..... | 35,898 35 |
| 1835. | 12,649 83 | ..... | ..... | ..... | 21,216 28 | ..... | 12,747 26 | 2,044 97 | 67 24 | 36,075 75 |
| 1836. | 9,028 24 | ..... | 6,043 00 | ..... | 21,065 20 | ..... | 51,064 14 | 2,147 44 | ..... | 80,319 78 |
| 1837. | 43,942 97 | ..... | ..... | ..... | 21,065 20 | 165 00 | 54,625 00 | 2,616 81 | 165 27 | 78,637 28 |
| 1838. | 44,857 31 | ..... | ..... | ..... | 21,065 20 | 1,156 21 | 53,997 56 | 2,003 13 | ..... | 78,222 10 |
| 1839. | 54,460 70 | ..... | ..... | ..... | 21,065 20 | ..... | 24,624 60 | 3,086 62 | ..... | 48,776 42 |
| 1840. | 11,497 62 | ..... | ..... | ..... | 21,065 20 | ..... | 36,198 40 | 2,988 44 | ..... | 60,252 04 |
| 1841. | 30,760 33 | \$15,345 08 | ..... | ..... | 21,065 20 | ..... | 26,241 95 | 2,992 96 | ..... | 50,300 11 |
| 1842. | ..... | 18,388 59 | ..... | ..... | 21,065 20 | ..... | 30,189 57 | 3,138 64 | ..... | 54,393 41 |
| 1843. | ..... | 14,659 45 | ..... | ..... | 21,065 20 | ..... | 22,741 60 | 2,766 86 | ..... | 46,573 66 |
| 1844. | ..... | 7,767 60 | ..... | ..... | 21,065 20 | ..... | 27,410 68 | 2,774 31 | 6,530 65 | 57,780 84 |
| 1845. | ..... | 16,889 06 | ..... | ..... | 21,065 20 | ..... | 46,531 82 | 3,123 21 | ..... | 70,720 23 |
| 1846. | ..... | 13,506 25 | 387,248 45 | ..... | 16,041 54 | ..... | 54,273 11 | 3,263 75 | 29 20 | 460,856 05 |
| 1847. | ..... | ..... | 34,055 55 | ..... | ..... | ..... | 39,439 41 | 3,228 30 | 800 45 | 104,894 56 |
| 1848. | ..... | 6,231 19 | ..... | ..... | ..... | ..... | 74,093 10 | 3,690 67 | 12 00 | 77,795 77 |
| 1849. | ..... | ..... | ..... | 43,873 70 | ..... | ..... | 33,470 43 | 3,855 83 | ..... | 86,139 66 |
| 1850. | ..... | 21,188 32 | ..... | ..... | ..... | 4,939 70 | 29,631 44 | 3,598 45 | ..... | 115,737 49 |
| 1851. | ..... | ..... | ..... | 4,907 20 | ..... | 82,507 60 | 30,913 20 | 4,775 91 | 3,223 98 | 104,366 58 |
| 1852. | ..... | 27,161 52 | ..... | ..... | 8,186 30 | 60,546 29 | 40,972 84 | 4,468 08 | 2,538 95 | 131,818 62 |
| 1853. | ..... | 104,050 57 | ..... | ..... | 12,000 00 | 75,652 45 | 39,322 17 | 4,748 09 | 200,078 45 | 422,875 24 |
| 1854. | ..... | 100,000 00 | ..... | ..... | 12,000 00 | 166,726 53 | 67,247 64 | 5,734 16 | 101 00 | 393,170 73 |
| 1855. | ..... | 35,282 52 | ..... | ..... | 12,000 00 | 308,087 93 | 64,635 15 | 5,708 23 | 1,503 54 | 411,154 06 |
| 1856. | ..... | ..... | ..... | 30,596 21 | 12,000 00 | 257,828 62 | 59,529 15 | 6,010 86 | 710 40 | 366,675 24 |
| 1857. | ..... | ..... | ..... | 15,641 95 | 12,000 00 | 214,921 60 | 83,267 97 | 6,231 47 | 66,198 44 | 398,261 43 |
| 1858. | ..... | 20,207 07 | ..... | ..... | 12,000 00 | 181,564 60 | 97,565 51 | 6,668 65 | 42,646 48 | 340,445 24 |

STATEMENT of the receipts and payments on account of the Cayuga and Seneca canal in each year, up to September 30, 1886, inclusive, viz.:

| YEARS. | Loans. | Premiums on loans. | RECEIVED. | | | | | DEFICIENCIES. | | |
|-------------|--------------|--------------------|------------------|------------------------------------|------------------------------------|------------|----------------|---------------|---------------------------|------------------------------------|
| | | | Avails of loans. | From other funds to re-deem stock. | From Sinking Fund to pay interest. | Tolls. | Miscellaneous. | Total. | Paid by the General Fund. | Paid by Erie and Champlain canals. |
| 1826.... | \$150,000 00 | \$9,000 00 | \$159,000 00 | ..... | ..... | \$2,820 75 | ..... | \$161,820 75 | ..... | ..... |
| 1827..... | | | | | | 155 19 | ..... | 155 19 | ..... | ..... |
| 1828..... | | | | | | | | | | |
| 1829..... | 87,000 00 | ..... | 87,000 00 | ..... | ..... | 8,370 24 | ..... | 95,370 24 | ..... | ..... |
| 1830..... | | | | | | 13,087 51 | ..... | 13,087 51 | \$22,006 11 | ..... |
| 1831 *..... | | | | | | 8,859 48 | ..... | 8,859 48 | 7,757 21 | ..... |
| 1832..... | | | | | | 12,375 77 | ..... | 12,375 77 | 5,284 93 | ..... |
| 1833..... | | | | | | 15,591 50 | ..... | 15,591 50 | 5,826 44 | ..... |
| 1834..... | | | | | | 18,053 14 | ..... | 18,053 14 | 3,761 73 | ..... |
| 1835..... | | | | | | 20,192 61 | ..... | 20,192 61 | 3,352 51 | ..... |
| 1836..... | | | | | | 19,914 53 | \$47 50 | 19,962 03 | 19,662 70 | ..... |
| 1837..... | | | | | | 16,648 77 | ..... | 16,648 77 | 27,177 52 | ..... |
| 1838..... | | | | | | 17,488 82 | ..... | 17,488 82 | 15,517 62 | ..... |
| 1839..... | | | | | | 19,354 67 | ..... | 19,354 67 | 17,890 68 | ..... |
| 1840..... | | | | | | 17,787 29 | ..... | 17,787 29 | 18,259 96 | ..... |
| 1841..... | | | | | | 22,445 46 | ..... | 22,445 46 | ..... | \$9,299 84 |
| 1842..... | | | | | | 17,992 67 | ..... | 17,992 67 | ..... | 20,909 42 |
| 1843..... | | | | | | 17,938 40 | ..... | 17,938 40 | ..... | 6,319 24 |
| 1844..... | | | | | | 23,054 19 | ..... | 23,054 19 | ..... | 4,265 11 |
| 1845..... | | | | | | 28,881 48 | ..... | 28,881 48 | ..... | ..... |
| 1846..... | | | | \$143,470 05 | ..... | 29,395 23 | ..... | 172,865 28 | ..... | ..... |
| 1847..... | | | | | | 26,908 78 | ..... | 31,258 78 | ..... | ..... |
| 1848..... | | | | \$4,350 00 | ..... | 28,470 86 | ..... | 32,820 86 | ..... | ..... |
| 1849..... | | | | 4,350 00 | ..... | 27,735 44 | ..... | 102,883 94 | ..... | 37,502 70 |
| 1850..... | | | | 3,262 50 | ..... | 27,589 59 | 18,328 18 | 61,031 77 | ..... | 36,258 09 |
| 1851..... | | | | 15,114 00 | ..... | 26,258 40 | 7,038 48 | 33,296 88 | ..... | 8,499 33 |
| 1852..... | | | | | | 22,524 38 | ..... | 22,524 38 | ..... | 2,651 01 |
| 1853..... | | | | | | 25,169 84 | 21,550 00 | 46,719 84 | ..... | ..... |
| 1854..... | | | | | | 24,808 90 | 100,553 00 | 125,361 90 | ..... | ..... |
| 1855..... | | | | | | 21,915 81 | 102,000 00 | 123,915 81 | ..... | ..... |
| 1856..... | | | | | | 20,919 78 | 131,728 46 | 152,648 24 | ..... | ..... |
| 1857..... | | | | | | 19,457 35 | 166,585 09 | 186,042 44 | ..... | ..... |
| 1858..... | | | | | | 14,400 67 | 191,239 37 | 205,640 04 | ..... | 19,583 16 |

STATEMENT of receipts and payments on account of the Chemung canal in each year, up to September 30, 1886, inclusive, viz.:

| YEARS. | Loans. | Premiums on loans. | Discount on loans. | RECEIVED. | | | | | | Tolls. | Miscellaneous | Total. |
|--------|--------------|--------------------|--------------------|------------------|------------------|--------------------|-----------------------|------------|----------|------------|---------------|--------|
| | | | | Avails of loans. | Temporary loans. | From sinking fund. | Interest on deposits. | | | | | |
| 1830 | \$150,000 00 | \$15,694 00 | ..... | \$165,694 00 | ..... | ..... | ..... | ..... | ..... | ..... | \$165,694 00 | |
| 1831* | 140,263 00 | 21,179 71 | ..... | 161,442 71 | ..... | ..... | ..... | ..... | ..... | \$2,818 66 | 164,261 37 | |
| 1832 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,057 66 | 1,057 66 | |
| 1833 | 25,737 00 | 4,506 55 | ..... | 30,243 55 | ..... | ..... | ..... | ..... | ..... | 2,072 93 | 32,316 53 | |
| 1834 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | \$2,398 39 | ..... | ..... | 2,398 39 | |
| 1835 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4,153 07 | 27 40 | ..... | 4,180 47 | |
| 1836 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 5,078 37 | 275 00 | ..... | 5,353 37 | |
| 1837 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4,342 99 | 22 69 | ..... | 4,365 68 | |
| 1838 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4,478 01 | ..... | ..... | 4,478 01 | |
| 1839 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4,767 62 | ..... | ..... | 4,767 62 | |
| 1840 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 5,011 50 | ..... | ..... | 5,011 50 | |
| 1841 | 114,292 23 | ..... | \$14,292 23 | 100,000 00 | ..... | ..... | \$526 39 | 7,158 18 | ..... | ..... | 107,684 57 | |
| 1842 | 172,830 24 | ..... | ..... | 172,830 24 | \$20,000 00 | ..... | ..... | 7,206 28 | ..... | ..... | 200,036 52 | |
| 1843 | 53,478 11 | ..... | ..... | 53,478 11 | ..... | ..... | ..... | 9,188 51 | ..... | ..... | 62,666 62 | |
| 1844 | 7,000 00 | ..... | ..... | 7,000 00 | ..... | ..... | ..... | 12,950 92 | ..... | ..... | 19,950 92 | |
| 1845 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 20,281 70 | ..... | ..... | 20,281 70 | |
| 1846 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 15,862 99 | ..... | ..... | 15,862 99 | |
| 1847 | ..... | ..... | ..... | ..... | ..... | \$35,934 59 | ..... | 13,677 28 | ..... | ..... | 49,611 87 | |
| 1848 | ..... | ..... | ..... | ..... | ..... | 35,934 59 | ..... | 16,821 58 | ..... | ..... | 52,756 17 | |
| 1849 | ..... | ..... | ..... | ..... | ..... | 172,047 73 | ..... | 16,048 96 | ..... | 7,120 88 | 195,817 57 | |
| 1850 | ..... | ..... | ..... | ..... | ..... | 296,105 18 | ..... | 16,275 54 | ..... | 14,194 20 | 326,575 92 | |
| 1851 | ..... | ..... | ..... | ..... | ..... | 53,066 32 | ..... | 15,986 04 | ..... | 2,620 00 | 71,672 36 | |
| 1852 | ..... | ..... | ..... | ..... | ..... | 11,177 76 | ..... | 15,683 31 | ..... | ..... | 26,861 07 | |
| 1853 | ..... | ..... | ..... | ..... | ..... | 10,394 21 | ..... | 20,810 23 | ..... | ..... | 31,204 44 | |
| 1854 | ..... | ..... | ..... | ..... | ..... | 10,394 21 | ..... | 19,635 35 | ..... | ..... | 30,029 56 | |
| 1855 | ..... | ..... | ..... | ..... | ..... | 10,394 21 | ..... | 19,771 91 | ..... | 6,971 63 | 37,137 75 | |
| 1856 | ..... | ..... | ..... | ..... | ..... | 10,394 21 | ..... | 17,111 13 | ..... | 1,744 11 | 20,245 45 | |
| 1857 | ..... | ..... | ..... | ..... | ..... | 10,894 21 | ..... | 17,101 71 | ..... | ..... | 27,495 92 | |
| 1858 | ..... | ..... | ..... | ..... | ..... | 10,394 21 | ..... | 13,347 95 | ..... | ..... | 23,742 16 | |
| 1859 | ..... | ..... | ..... | ..... | ..... | 10,394 21 | ..... | 16,868 66 | 606 27 | ..... | 27,869 14 | |
| 1860 | ..... | ..... | ..... | ..... | ..... | 63,070 15 | ..... | 18,579 46 | 35 78 | ..... | 81,685 39 | |
| 1861 | ..... | ..... | ..... | ..... | ..... | 135,033 11 | ..... | 15,319 04 | 72 | ..... | 150,352 84 | |
| 1862 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 19,901 96 | 2,459 42 | ..... | 29,594 71 | |
| 1863 | ..... | ..... | ..... | ..... | ..... | 7,233 33 | ..... | 21,628 77 | 4,583 02 | ..... | 26,211 79 | |

No. 51.—(Continued).

| YEARS. | DEFICIENCIES. | | PAID. | | | | | | | |
|--------|---------------------------|--|---------------------|------------------|--------------------|---|-----------------------------|-------------|----------------|--------------|
| | Paid by the General Fund. | Paid by the Erie and Champlain canals. | Principal of loans. | Temporary loans. | Interest on loans. | Canal Commissioners and Superintendent of Public Works. | Superintendents of repairs. | Collectors. | Miscellaneous. | Total. |
| 1830. | ..... | ..... | ..... | ..... | \$3, 125 00 | \$69, 190 00 | ..... | ..... | ..... | \$72, 315 00 |
| 1831 * | ..... | ..... | ..... | ..... | 7, 378 29 | 148, 291 57 | ..... | ..... | \$2 10 | 155, 671 96 |
| 1832. | ..... | ..... | ..... | ..... | 14, 513 16 | 75, 410 47 | ..... | ..... | 16 05 | 89, 939 68 |
| 1833. | \$43, 730 28 | ..... | ..... | ..... | 14, 891 29 | 47, 793 38 | \$26, 448 53 | ..... | 400 00 | 89, 533 20 |
| 1834. | 40, 723 55 | ..... | ..... | ..... | 15, 800 04 | 2, 258 91 | 23, 703 48 | ..... | 263 03 | 42, 721 94 |
| 1835. | 23, 841 29 | ..... | ..... | ..... | 15, 800 04 | 9 08 | 11, 175 89 | ..... | ..... | 28, 021 76 |
| 1836. | 21, 107 70 | ..... | ..... | ..... | 15, 800 03 | ..... | 9, 623 16 | ..... | ..... | 26, 461 07 |
| 1837. | 31, 278 06 | ..... | ..... | ..... | 15, 800 00 | 3, 558 91 | 15, 193 82 | ..... | ..... | 35, 643 74 |
| 1838. | 29, 833 11 | ..... | ..... | ..... | 15, 800 00 | 1, 859 91 | 12, 106 16 | ..... | ..... | 34, 311 12 |
| 1839. | 26, 536 63 | ..... | ..... | ..... | 15, 800 00 | ..... | 14, 315 71 | ..... | 3, 552 08 | 31, 303 65 |
| 1840. | 24, 094 57 | ..... | ..... | ..... | 15, 800 00 | 68 50 | 11, 969 24 | ..... | ..... | 29, 106 07 |
| 1841. | ..... | \$35, 702 40 | ..... | ..... | 18, 535 21 | 100, 056 81 | 23, 175 22 | ..... | 103 39 | 143, 072 17 |
| 1842. | ..... | 53, 151 75 | ..... | ..... | 25, 830 21 | 185, 987 49 | 33, 451 59 | ..... | 157 55 | 253, 503 07 |
| 1843. | ..... | 41, 086 27 | \$7, 000 00 | ..... | 34, 629 11 | 25, 417 46 | 14, 486 27 | ..... | 60 65 | 103, 752 89 |
| 1844. | ..... | 35, 985 80 | 8, 000 00 | \$20, 000 00 | 35, 678 69 | 3, 467 07 | 12, 172 23 | ..... | 224 60 | 52, 628 39 |
| 1845. | ..... | 34, 100 95 | ..... | ..... | 35, 862 88 | 9 90 | 17, 280 27 | ..... | 576 00 | 54, 968 55 |
| 1846. | ..... | 36, 225 87 | ..... | ..... | 35, 944 31 | 1, 646 00 | 14, 689 55 | ..... | 109 00 | 53, 843 86 |
| 1847. | ..... | 7, 730 12 | ..... | ..... | 35, 934 59 | 4, 360 86 | 15, 485 39 | ..... | 13 01 | 57, 355 00 |
| 1848. | ..... | 12, 789 76 | ..... | ..... | 35, 934 59 | 328 66 | 27, 080 33 | ..... | 172 35 | 65, 545 93 |
| 1849. | ..... | 23, 040 32 | 139, 148 24 | ..... | 33, 499 49 | 10, 876 96 | 23, 897 06 | ..... | 1, 254 56 | 219, 812 31 |
| 1850. | ..... | 54, 154 10 | 272, 724 64 | ..... | 23, 380 54 | 53, 768 39 | 28, 885 79 | ..... | 74 45 | 380, 730 02 |
| 1851. | ..... | 37, 426 19 | 42, 495 06 | ..... | 10, 571 26 | 11, 044 92 | 42, 330 76 | ..... | 90 20 | 109, 098 55 |
| 1852. | ..... | 27, 681 48 | 780 30 | ..... | 10, 397 46 | 2, 144 06 | 32, 932 17 | ..... | 70 20 | 48, 542 55 |
| 1853. | ..... | 18, 626 28 | ..... | ..... | 10, 394 21 | 12, 665 24 | 23, 883 28 | ..... | 673 15 | 49, 830 72 |
| 1854. | ..... | 18, 963 53 | ..... | ..... | 10, 394 31 | 3, 047 11 | 33, 099 05 | ..... | 265 10 | 48, 993 09 |
| 1855. | ..... | 5, 660 85 | ..... | ..... | 10, 394 21 | 6, 971 63 | 23, 094 86 | ..... | 84 93 | 42, 798 60 |
| 1856. | ..... | 3, 424 12 | ..... | ..... | 10, 394 21 | 3, 223 28 | 4, 652 49 | ..... | 12, 000 48 | 32, 673 57 |
| 1857. | ..... | 91, 179 43 | ..... | ..... | 10, 394 21 | 29, 988 16 | 66, 101 23 | ..... | 9, 756 70 | 118, 675 35 |
| 1858. | ..... | 179, 310 77 | ..... | ..... | 10, 394 21 | 28, 345 22 | 161, 702 33 | ..... | 6 35 | 203, 052 93 |
| 1859. | ..... | 47, 198 37 | ..... | ..... | 10, 394 21 | 39, 026 44 | 18, 786 02 | ..... | 4, 665 83 | 75, 067 51 |
| 1860. | ..... | 67, 239 14 | ..... | ..... | 9, 592 04 | 69, 787 13 | 316 67 | ..... | 12, 485 77 | 148, 924 53 |
| 1861. | ..... | 33, 436 14 | ..... | ..... | 2, 058 88 | 20, 828 36 | 6, 510 67 | ..... | 18, 788 48 | 183, 789 01 |

| | | | | | | | | | | |
|-----------------|---------------|------------------|---------------|--------------|---------------|------------------|------------------|--------------|---------------|------------------|
| 1862..... | ..... | ..... | 7, 000 00 | ..... | 233 33 | 81, 911 75 | 17, 628 96 | 2, 294 62 | 20, 626 58 | 119, 695 24 |
| 1863..... | ..... | ..... | ..... | ..... | ..... | 34, 356 39 | 53, 324 59 | 2, 256 50 | 19, 327 94 | 109, 265 42 |
| 1864..... | ..... | ..... | ..... | ..... | ..... | 48, 290 86 | 12, 859 91 | 2, 392 74 | 25, 484 14 | 89, 027 65 |
| 1865..... | ..... | ..... | ..... | ..... | ..... | 43, 486 76 | 16, 713 24 | 2, 845 55 | 72, 736 08 | 135, 781 63 |
| 1866..... | ..... | ..... | ..... | ..... | ..... | 94, 784 34 | 18, 219 19 | 3, 189 21 | 33, 650 90 | 149, 842 64 |
| 1867..... | ..... | ..... | ..... | ..... | ..... | 86, 708 79 | 3, 207 04 | 3, 318 19 | 78, 225 01 | 171, 459 03 |
| 1868..... | ..... | ..... | ..... | ..... | ..... | 38, 108 40 | ..... | 2, 981 94 | 48, 117 06 | 89, 207 40 |
| 1869..... | ..... | ..... | ..... | ..... | ..... | 40, 185 18 | 1, 431 17 | 3, 110 28 | 36, 000 00 | 80, 726 63 |
| 1870..... | ..... | ..... | ..... | ..... | ..... | 107, 850 46 | 826 69 | 3, 821 28 | 30, 790 96 | 143, 269 39 |
| 1871..... | ..... | ..... | ..... | ..... | ..... | 97, 761 57 | 2, 912-31 | 3, 801 68 | 87, 667 45 | 192, 143 01 |
| 1872..... | ..... | ..... | ..... | ..... | ..... | 47, 584 64 | 30, 061 79 | 3, 740 84 | 37, 597 68 | 118, 984 95 |
| 1873..... | ..... | ..... | ..... | ..... | ..... | 31, 593 17 | 31, 867 65 | 3, 696 98 | 2, 668 84 | 69, 826 64 |
| 1874..... | ..... | ..... | ..... | ..... | ..... | 7, 802 06 | 34, 004 86 | 3, 681 80 | ..... | 45, 506 72 |
| 1875..... | ..... | ..... | ..... | ..... | ..... | 14, 398 22 | 20, 815 02 | 2, 547 79 | 2, 428 66 | 40, 189 69 |
| 1876..... | ..... | ..... | ..... | ..... | ..... | 10, 515 01 | 5, 202 27 | 1, 652 99 | 400 65 | 17, 770 92 |
| 1877..... | ..... | ..... | ..... | ..... | ..... | ..... | 20, 657 21 | 1, 049 24 | ..... | 21, 706 45 |
| 1878..... | ..... | ..... | ..... | ..... | ..... | 35, 235 72 | 7, 479 51 | 503 78 | 873 82 | 44, 092 83 |
| 1879..... | ..... | ..... | ..... | ..... | ..... | 4, 943 51 | 3, 413 16 | 223 74 | 94 70 | 8, 675 11 |
| 1880..... | ..... | ..... | ..... | ..... | ..... | 1, 933 65 | ..... | ..... | ..... | 6, 243 39 |
| 1881..... | ..... | ..... | ..... | ..... | ..... | 6, 103 47 | 4, 309 74 | ..... | ..... | 6, 103 47 |
| 1882..... | ..... | ..... | ..... | ..... | ..... | 503 45 | ..... | ..... | 20 02 | 523 47 |
| 1883, 1884..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 1885..... | ..... | ..... | ..... | ..... | ..... | 1, 006 82 | ..... | ..... | 10 28 | 1, 017 10 |
| 1886..... | ..... | ..... | ..... | ..... | ..... | 925 00 | ..... | ..... | 28 43 | 953 43 |
| Total.... | \$241, 144 59 | \$1, 725, 877 03 | \$663, 600 58 | \$20, 000 00 | \$571, 349 91 | \$1, 806, 438 98 | \$1, 023, 502 13 | \$96, 212 79 | \$562, 615 21 | \$4, 743, 720 00 |

* Nine months.

STATEMENT of receipts and payments on account of the Crooked Lake canal in each year, up to September 30, 1886, inclusive, viz.:

| YEARS. | Loans. | Premium on loans. | RECEIVED. | | | | DEFICIENCIES. | | |
|--------|--------------|-------------------|------------------|--------------------|------------|----------------|---------------|---------------------------|--|
| | | | Avails of loans. | From Sinking Fund. | Tolls. | Miscellaneous. | Total. | Paid by the General Fund. | Paid by the Erie and Champlain canals. |
| 1831* | \$100,000 00 | ..... | \$100,000 00 | ..... | ..... | ..... | \$100,000 00 | ..... | ..... |
| 1832 | | | | | | | 46,399 50 | ..... | ..... |
| 1833 | 20,000 00 | \$20,402 26 | 40,402 26 | ..... | \$1,007 60 | \$5,997 24 | 1,007 60 | \$12,829 83 | ..... |
| 1834 | | | | | 1,803 76 | ..... | 1,803 76 | 8,243 35 | ..... |
| 1835 | | | | | 1,953 90 | ..... | 1,953 90 | 9,794 28 | ..... |
| 1836 | | | | | 1,547 61 | ..... | 1,547 61 | 10,323 54 | ..... |
| 1837 | | | | | 1,566 06 | ..... | 1,566 06 | 11,037 55 | ..... |
| 1838 | | | | | 1,893 90 | ..... | 1,893 90 | 7,769 52 | ..... |
| 1839 | | | | | 1,613 16 | ..... | 1,613 16 | 9,819 72 | ..... |
| 1840 | | | | | 2,023 46 | ..... | 2,023 46 | ..... | \$14,429 46 |
| 1841 | | | | | 1,216 73 | ..... | 1,216 73 | ..... | 13,718 06 |
| 1842 | | | | | 1,341 60 | ..... | 1,341 60 | ..... | 9,213 34 |
| 1843 | | | | | 1,367 21 | ..... | 1,367 21 | ..... | 9,380 69 |
| 1844 | | | | | 1,662 84 | ..... | 1,662 84 | ..... | 10,048 11 |
| 1845 | | | | | 1,846 37 | ..... | 1,846 37 | ..... | 36,771 78 |
| 1846 | | | | | 1,774 55 | ..... | 7,774 55 | ..... | 51,797 10 |
| 1847 | | | | \$6,000 00 | 1,858 04 | ..... | 7,858 04 | ..... | 65,076 49 |
| 1848 | | | | 6,000 00 | 1,819 17 | 75 00 | 7,894 17 | ..... | 11,341 26 |
| 1849 | | | | 6,000 00 | 1,796 17 | 870 00 | 127,666 18 | ..... | 13,225 84 |
| 1850 | | | | 125,000 01 | 1,714 34 | 15 00 | 1,729 34 | ..... | 11,773 68 |
| 1851 | | | | | 1,246 02 | 1,750 92 | 2,996 94 | ..... | 7,654 52 |
| 1852 | | | | | 1,656 75 | 4,700 00 | 6,356 75 | ..... | 4,651 75 |
| 1853 | | | | | 1,303 69 | ..... | 1,303 69 | ..... | 4,740 43 |
| 1854 | | | | | 837 48 | ..... | 837 48 | ..... | 5,371 36 |
| 1855 | | | | | 1,154 48 | ..... | 1,154 48 | ..... | 4,447 78 |
| 1856 | | | | | 879 26 | ..... | 879 26 | ..... | 11,812 65 |
| 1857 | | | | | 520 82 | ..... | 520 82 | ..... | 10,409 09 |
| 1858 | | | | | 715 06 | ..... | 715 06 | ..... | 4,335 49 |
| 1859 | | | | | 683 34 | ..... | 683 34 | ..... | 5,616 78 |
| 1860 | | | | | 699 94 | ..... | 699 94 | ..... | 6,384 27 |
| 1861 | | | | | 712 70 | ..... | 712 70 | ..... | 7,309 21 |
| 1862 | | | | | | | | | |

No. 52--(Continued).
CROOKED LAKE CANAL.

| YEARS. | PAID. | | | | | |
|--------|------------------------|-----------------------|---|-------------------------------------|-------------|----------------|
| | Principal of loans. | Interest on loans. | Canal Commis- sioners and Superintendent of Public Works. | Superin- tendents of repairs. | Collectors. | Miscellaneous. |
| 1831 * | | \$1,537 67 | \$11,350 00 | ..... | ..... | \$12,887 67 |
| 1832. | | 5,000 00 | 62,906 46 | ..... | ..... | 67,906 46 |
| 1833. | | 5,250 00 | 52,461 30 | ..... | ..... | 57,711 30 |
| 1834. | | 6,000 00 | 13,293 82 | \$2,437 67 | ..... | 21,731 49 |
| 1835. | | 6,000 00 | 1 70 | 3,694 66 | \$350 75 | 10,047 11 |
| 1836. | | 6,000 00 | 255 90 | 5,063 82 | 425 25 | 11,748 18 |
| 1837. | | 6,000 00 | 402 31 | 5,743 71 | 725 13 | 12,871 15 |
| 1838. | | 6,000 00 | ..... | 5,060 07 | 543 54 | 11,603 61 |
| 1839. | | 6,000 00 | ..... | 2,778 31 | 885 11 | 9,663 42 |
| 1840. | | 6,000 00 | ..... | 4,559 23 | 873 65 | 11,432 88 |
| 1841. | | 6,000 00 | 2 00 | 9,463 07 | 987 85 | 16,452 92 |
| 1842. | | 6,000 00 | ..... | 8,016 66 | 918 13 | 14,934 79 |
| 1843. | | 6,000 00 | ..... | 3,674 16 | 880 78 | 10,554 94 |
| 1844. | | 6,000 00 | ..... | 3,905 84 | 842 06 | 10,747 90 |
| 1845. | | 6,000 00 | 9 00 | 4,844 67 | 857 28 | 11,710 95 |
| 1846. | | 6,000 00 | 26,358 42 | 5,384 00 | 875 73 | 38,618 15 |
| 1847. | | 6,000 00 | 46,630 76 | 6,065 89 | 875 00 | 59,571 66 |
| 1848. | | 6,000 00 | 57,493 78 | 8,558 88 | 881 87 | 72,934 53 |
| 1849. | | 6,000 00 | 2,163 61 | 10,208 40 | 863 42 | 19,235 43 |
| 1850. | \$120,000 00 | 5,000 01 | 10,131 25 | 4,983 72 | 777 04 | 140,892 02 |
| 1851. | | | 6,429 28 | 6,118 94 | 954 80 | 13,503 02 |
| 1852. | | | 1,750 92 | 7,975 12 | 925 42 | 10,651 46 |
| 1853. | | | | 5,350 00 | 958 50 | 6,308 50 |
| 1854. | | | 1,719 65 | 922 04 | ..... | 7,763 77 |
| 1855. | | | 2,565 20 | 5,122 08 | 888 45 | 8,774 04 |
| 1856. | | | 780 00 | 5,320 39 | 888 02 | 5,602 26 |
| 1857. | | | 7,340 70 | 694 16 | 703 86 | 12,691 91 |
| 1858. | | | 584 20 | 199 98 | 542 25 | 10,929 91 |
| 1859. | | | 147 78 | ..... | 440 09 | 5,650 55 |
| 1860. | | | 467 24 | ..... | 670 34 | 6,300 12 |
| 1861. | | | 573 10 | 125 00 | 493 98 | 7,084 31 |
| 1862. | | | 284 90 | ..... | 635 69 | 4,692 38 |
| 1863. | | | 2,306 66 | 2,468 94 | 555 56 | 8,003 98 |

STATEMENT of receipts and payments on account of the Chenango canal in each year, up to September 30, 1886, inclusive, viz.:

| YEARS. | Loans. | Premiums on loans. | Discount on loans. | RECEIVED. | | | | | |
|-----------|-------------|--------------------|--------------------|------------------|---|--------------------|------------|----------------|--------------|
| | | | | Avails of loans. | Erie and Champlain tolls to redeem stock. | From Sinking Fund. | Tolls. | Miscellaneous. | Total. |
| 1833..... | \$50,000 00 | \$7,755 00 | ..... | \$57,755 00 | ..... | ..... | ..... | ..... | \$57,755 00 |
| 1834..... | 950,000 00 | 66,255 00 | ..... | 1,016,255 00 | ..... | ..... | ..... | \$3,438 69 | 1,019,693 69 |
| 1835..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 49,229 42 | 49,229 42 |
| 1836..... | 650,000 00 | 13,000 00 | ..... | 663,000 00 | ..... | ..... | ..... | 3,075 33 | 666,075 33 |
| 1837..... | 620,000 00 | 5,979 67 | ..... | 625,979 67 | ..... | ..... | ..... | 90 23 | 630,151 52 |
| 1838..... | 92,535 66 | ..... | ..... | 92,535 66 | ..... | ..... | \$4,081 62 | 125 00 | 109,411 78 |
| 1839..... | 20,000 00 | 500 00 | ..... | 20,500 00 | ..... | ..... | 16,751 12 | ..... | 38,550 33 |
| 1840..... | 20,000 00 | ..... | \$975 00 | 19,025 00 | ..... | ..... | 18,050 33 | ..... | 33,162 32 |
| 1841..... | ..... | ..... | ..... | ..... | ..... | ..... | 14,023 32 | 114 00 | ..... |
| 1842..... | 6,102 34 | ..... | ..... | 6,102 34 | ..... | ..... | 16,893 02 | ..... | 16,893 02 |
| 1843..... | 8,362 00 | ..... | ..... | 8,362 00 | ..... | ..... | 15,330 57 | ..... | 21,432 91 |
| 1844..... | 3,000 00 | ..... | ..... | 3,000 00 | ..... | ..... | 14,668 94 | ..... | 23,030 94 |
| 1845..... | ..... | ..... | ..... | ..... | ..... | ..... | 20,983 05 | ..... | 23,983 05 |
| 1846..... | ..... | ..... | ..... | ..... | ..... | ..... | 23,920 66 | ..... | 23,920 66 |
| 1847..... | ..... | ..... | ..... | ..... | \$2,362,535 66 | ..... | 25,578 76 | ..... | 2,388,114 42 |
| 1848..... | ..... | ..... | ..... | ..... | ..... | \$3,278 88 | 25,620 01 | ..... | 28,898 89 |
| 1849..... | ..... | ..... | ..... | ..... | ..... | 3,278 88 | 28,091 66 | 6,591 56 | 37,962 10 |
| 1850..... | ..... | ..... | ..... | ..... | ..... | 9,274 43 | 28,028 98 | 3,527 45 | 40,830 86 |
| 1851..... | ..... | ..... | ..... | ..... | ..... | 2,851 72 | 20,343 65 | 7,801 91 | 30,997 28 |
| 1852..... | ..... | ..... | ..... | ..... | ..... | 2,351 72 | 19,732 35 | 973 55 | 23,057 62 |
| 1853..... | ..... | ..... | ..... | ..... | ..... | 21,651 72 | 16,891 67 | 30 24 | 38,573 58 |
| 1854..... | ..... | ..... | ..... | ..... | ..... | 1,651 72 | 18,107 89 | ..... | 19,759 61 |
| 1855..... | ..... | ..... | ..... | ..... | ..... | 20,901 72 | 19,496 15 | ..... | 40,397 87 |
| 1856..... | ..... | ..... | ..... | ..... | ..... | 651 72 | 20,302 08 | 3,097 35 | 24,051 15 |
| 1857..... | ..... | ..... | ..... | ..... | ..... | 651 72 | 18,634 62 | 204 66 | 19,491 00 |
| 1858..... | ..... | ..... | ..... | ..... | ..... | 651 72 | 22,969 47 | ..... | 23,621 19 |
| 1859..... | ..... | ..... | ..... | ..... | ..... | 651 72 | 15,305 64 | 127 43 | 16,084 79 |
| 1860..... | ..... | ..... | ..... | ..... | ..... | 8,888 29 | 17,801 72 | 1,799 02 | 20,252 46 |
| 1861..... | ..... | ..... | ..... | ..... | ..... | 150 00 | 22,214 37 | 11,472 00 | 42,574 66 |
| 1862..... | ..... | ..... | ..... | ..... | ..... | 3,100 00 | 23,397 24 | 41 46 | 23,588 70 |
| 1863..... | ..... | ..... | ..... | ..... | ..... | ..... | 22,155 94 | ..... | 25,255 94 |
| 1864..... | ..... | ..... | ..... | ..... | ..... | ..... | 24,354 87 | 5,794 66 | 30,149 53 |
| 1865..... | ..... | ..... | ..... | ..... | ..... | ..... | 30,034 43 | 774 68 | 30,809 11 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | 21,710 98 | 15,850 45 | 37,561 43 |

STATEMENT of receipts and payments on account of the Black River canal in each year, up to the 30th September, 1886, inclusive, viz.:

| YEARS. | Loans. | Premiums on loans. | Discount on loans. | RECEIVED. | | | | | | Tolls. | Miscellaneous. | Total. |
|--------|--------------|--------------------|--------------------|------------------|------------------|-----------------------|--------------------|-------------------|------------|------------|----------------|--------------|
| | | | | Avails of loans. | Temporary loans. | Interest on deposits. | From Sinking Fund. | From other Funds. | | | | |
| 1837. | \$179,155 51 | \$14,079 66 | ..... | \$193,235 17 | ..... | \$11,825 65 | ..... | ..... | ..... | ..... | ..... | \$193,235 17 |
| 1838. | 412,290 59 | 7,550 53 | ..... | 419,841 12 | ..... | 5,980 94 | ..... | ..... | ..... | ..... | ..... | 491,666 77 |
| 1839. | ..... | ..... | ..... | ..... | ..... | 2,719 89 | ..... | \$46,462 96 | ..... | ..... | ..... | 52,443 90 |
| 1840. | 208,553 90 | ..... | ..... | 208,553 90 | \$150,000 00 | 2,487 21 | ..... | 243,634 70 | ..... | ..... | ..... | 604,908 49 |
| 1841. | 276,706 23 | ..... | \$26,706 23 | 250,000 00 | 200,000 00 | ..... | ..... | ..... | ..... | ..... | ..... | 452,487 21 |
| 1842. | 365,988 65 | ..... | ..... | 365,988 65 | 18,967 00 | ..... | ..... | ..... | ..... | ..... | ..... | 384,955 65 |
| 1843. | 50,305 12 | ..... | ..... | 50,305 12 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 50,305 12 |
| 1844. | 13,000 00 | ..... | ..... | 13,000 00 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 13,000 00 |
| 1845. | 38,000 00 | ..... | ..... | 38,000 00 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 38,000 00 |
| 1846. | 20,000 00 | ..... | ..... | 20,000 00 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 20,000 00 |
| 1847. | ..... | ..... | ..... | ..... | ..... | ..... | \$86,122 84 | 100,000 00 | ..... | ..... | ..... | 186,122 84 |
| 1848. | ..... | ..... | ..... | ..... | ..... | ..... | 86,122 84 | 149,563 83 | ..... | ..... | ..... | 235,686 67 |
| 1849. | ..... | ..... | ..... | ..... | ..... | ..... | 435,881 68 | 174,272 96 | ..... | ..... | ..... | 610,154 64 |
| 1850. | ..... | ..... | ..... | ..... | ..... | ..... | 61,203 63 | 100,618 44 | ..... | ..... | ..... | 165,030 89 |
| 1851. | ..... | ..... | ..... | ..... | ..... | ..... | 527,042 86 | 76,359 30 | \$1,115 73 | \$2,093 09 | ..... | 607,909 25 |
| 1852. | ..... | ..... | ..... | ..... | ..... | ..... | 334,964 06 | 119,194 41 | 3,834 73 | 672 36 | ..... | 458,388 75 |
| 1853. | ..... | ..... | ..... | ..... | ..... | ..... | 21,203 63 | 93,353 79 | 4,166 05 | 64 23 | ..... | 20,103 74 |
| 1854. | ..... | ..... | ..... | ..... | ..... | ..... | 21,203 63 | 55,686 72 | 5,546 32 | ..... | ..... | 82,733 77 |
| 1855. | ..... | ..... | ..... | ..... | ..... | ..... | 21,283 06 | 51,349 24 | 6,808 05 | 100 00 | ..... | 82,540 35 |
| 1856. | ..... | ..... | ..... | ..... | ..... | 3,000 00 | 21,203 63 | 54,837 44 | 5,594 10 | 5,668 14 | ..... | 89,303 31 |
| 1857. | ..... | ..... | ..... | ..... | ..... | 2,000 00 | 21,388 29 | 50,000 00 | 6,575 22 | 18,584 97 | ..... | 96,548 48 |
| 1858. | ..... | ..... | ..... | ..... | ..... | ..... | 285,551 03 | 103,088 04 | 4,998 48 | 172 13 | ..... | 393,809 68 |
| 1859. | ..... | ..... | ..... | ..... | ..... | ..... | 16,268 31 | 18,810 84 | 5,963 02 | ..... | ..... | 41,042 17 |
| 1860. | ..... | ..... | ..... | ..... | ..... | ..... | 66,768 85 | 100,325 28 | 6,830 71 | ..... | ..... | 173,424 84 |
| 1861. | ..... | ..... | ..... | ..... | ..... | ..... | 3,750 00 | 72,389 31 | 6,112 73 | 3,477 65 | ..... | 85,729 69 |
| 1862. | ..... | ..... | ..... | ..... | ..... | ..... | 53,900 00 | 41,147 54 | 8,647 82 | 244 86 | ..... | 103,940 22 |
| 1863. | ..... | ..... | ..... | ..... | ..... | ..... | 1,200 00 | 7,083 62 | 10,172 60 | 78 26 | ..... | 18,534 54 |
| 1864. | ..... | ..... | ..... | ..... | ..... | ..... | 20,900 00 | 17,606 77 | 10,078 30 | ..... | ..... | 48,585 07 |
| 1865. | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 56,614 50 | 10,985 87 | ..... | ..... | 67,600 37 |
| 1866. | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 6,783 99 | 11,802 81 | ..... | ..... | 20,238 81 |
| 1867. | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 14,309 19 | 12,993 01 | 1,647 01 | ..... | 27,302 20 |
| 1868. | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 14,210 66 | 10,432 62 | ..... | ..... | 24,643 28 |
| 1869. | ..... | ..... | ..... | ..... | 14,000 00 | ..... | ..... | 6,983 52 | 11,810 30 | ..... | ..... | 32,793 83 |

STATEMENT of receipts and payments on account of the Genesee Valley canal in each year, up to the 30th September, 1886, inclusive, viz.:

| YEARS. | Loans. | Premium on loans. | Discount on loans. | RECEIVED. | | | | | | Tolls. | Interest on deposits. | Miscellaneous. | Total. |
|-----------|--------------|-------------------|--------------------|------------------|------------------|--------------------|-------------------|-------------------|-------|--------|-----------------------|----------------|--------------|
| | | | | Avails of loans. | Temporary loans. | From Sinking Fund. | From other funds. | From other funds. | | | | | |
| 1837..... | \$11,764 71 | \$1,315 29 | ..... | \$13,080 00 | ..... | ..... | ..... | ..... | ..... | ..... | \$90,120 52 | ..... | \$13,080 00 |
| 1838..... | 1,988,235 29 | 791 26 | ..... | 1,989,026 55 | ..... | ..... | ..... | ..... | ..... | ..... | 64,580 14 | ..... | 2,079,147 07 |
| 1839..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 64,580 14 |
| 1840..... | 250,000 00 | ..... | \$25,000 00 | 225,000 00 | \$100,000 00 | ..... | ..... | ..... | ..... | ..... | 25,926 30 | ..... | 350,926 30 |
| 1841..... | 306,379 82 | ..... | 31,379 82 | 275,000 00 | 455,000 00 | ..... | ..... | ..... | ..... | ..... | 4,092 70 | ..... | 746,368 14 |
| 1842..... | 810,376 62 | ..... | ..... | 810,376 62 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 822,452 59 |
| 1843..... | 186,243 56 | 10,000 00 | ..... | 196,243 56 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 209,978 08 |
| 1844..... | 186,000 00 | 3,000 00 | ..... | 189,000 00 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 207,586 52 |
| 1845..... | 55,000 00 | ..... | ..... | 55,000 00 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 75,484 17 |
| 1846..... | 91,000 00 | ..... | ..... | 91,000 00 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 115,182 60 |
| 1847..... | ..... | ..... | ..... | ..... | ..... | \$213,129 97 | \$128,000 00 | ..... | ..... | ..... | ..... | ..... | 366,185 17 |
| 1848..... | ..... | ..... | ..... | ..... | ..... | 213,129 97 | 216,960 88 | ..... | ..... | ..... | 1,092 60 | ..... | 457,195 95 |
| 1849..... | ..... | ..... | ..... | ..... | ..... | 939,500 00 | 177,575 34 | ..... | ..... | ..... | 637 35 | ..... | 1,202,946 73 |
| 1850..... | ..... | ..... | ..... | ..... | ..... | 157,103 61 | 132,702 65 | ..... | ..... | ..... | ..... | ..... | 340,864 85 |
| 1851..... | ..... | ..... | ..... | ..... | ..... | 157,103 61 | 139,246 62 | ..... | ..... | ..... | ..... | ..... | 329,342 71 |
| 1852..... | ..... | ..... | ..... | ..... | ..... | 157,103 61 | 209,077 29 | ..... | ..... | ..... | ..... | ..... | 391,245 29 |
| 1853..... | ..... | ..... | ..... | ..... | ..... | 157,103 61 | 259,786 98 | ..... | ..... | ..... | ..... | ..... | 447,074 32 |
| 1854..... | ..... | ..... | ..... | ..... | ..... | 158,726 27 | 66,425 10 | ..... | ..... | ..... | ..... | ..... | 255,813 45 |
| 1855..... | ..... | ..... | ..... | ..... | ..... | 172,148 84 | 119,437 89 | ..... | ..... | ..... | ..... | ..... | 321,476 85 |
| 1856..... | ..... | ..... | ..... | ..... | ..... | 157,295 61 | 90,986 41 | ..... | ..... | ..... | ..... | ..... | 277,216 02 |
| 1857..... | ..... | ..... | ..... | ..... | ..... | 189,296 88 | 32,000 00 | ..... | ..... | ..... | ..... | ..... | 258,987 14 |
| 1858..... | ..... | ..... | ..... | ..... | ..... | 693,199 08 | 110,955 64 | ..... | ..... | ..... | ..... | ..... | 829,805 79 |
| 1859..... | ..... | ..... | ..... | ..... | ..... | 142,831 61 | 10,053 80 | ..... | ..... | ..... | ..... | ..... | 181,834 35 |
| 1860..... | ..... | ..... | ..... | ..... | ..... | 322,584 52 | 75,256 03 | ..... | ..... | ..... | ..... | ..... | 428,972 37 |
| 1861..... | ..... | ..... | ..... | ..... | ..... | 1,992,510 00 | 24,893 34 | ..... | ..... | ..... | ..... | ..... | 2,047,105 65 |
| 1862..... | ..... | ..... | ..... | ..... | ..... | 277,493 33 | 66,052 80 | ..... | ..... | ..... | ..... | ..... | 372,343 40 |
| 1863..... | ..... | ..... | ..... | ..... | ..... | 22,460 00 | 10,924 68 | ..... | ..... | ..... | ..... | ..... | 66,132 66 |
| 1864..... | ..... | ..... | ..... | ..... | ..... | 95,095 00 | 14,878 95 | ..... | ..... | ..... | ..... | ..... | 137,804 52 |
| 1865..... | ..... | ..... | ..... | ..... | ..... | ..... | 52,853 19 | ..... | ..... | ..... | ..... | ..... | 71,263 60 |
| 1866..... | ..... | ..... | ..... | ..... | ..... | ..... | 73,638 57 | ..... | ..... | ..... | ..... | ..... | 91,411 39 |
| 1867..... | ..... | ..... | ..... | ..... | ..... | ..... | 64,960 16 | ..... | ..... | ..... | ..... | ..... | 90,345 79 |
| 1868..... | ..... | ..... | ..... | ..... | ..... | ..... | 25,123 91 | ..... | ..... | ..... | ..... | ..... | 48,894 79 |
| 1869..... | ..... | ..... | ..... | ..... | ..... | ..... | 156,024 57 | ..... | ..... | ..... | ..... | ..... | 183,271 37 |
| 1870..... | ..... | ..... | ..... | ..... | ..... | 10,000 00 | 236,474 45 | ..... | ..... | ..... | ..... | ..... | 255,122 65 |

GENESEE VALLEY CANAL.

| YEARS. | DEFICIENCIES. | | PAID | | | | | | Total. | | |
|--------|---------------------------|--|---------------------|------------------|--------------------|---|---|-----------------------------|----------|-------------|----------------|
| | Paid by the General Fund. | Paid by the Erie and Champlain canals. | Principal of loans. | Temporary loans. | Interest on loans. | Surplus tolls to Erie and Champlain canals. | Canal Commissioners and Superintendent of Public Works. | Superintendents of repairs. | | Collectors. | Miscellaneous. |
| 1837 | ..... | ..... | ..... | ..... | \$147 00 | ..... | \$22,371 86 | ..... | ..... | ..... | \$22,518 92 |
| 1838 | ..... | ..... | ..... | ..... | 100,000 00 | ..... | 229,161 20 | ..... | ..... | ..... | 329,161 20 |
| 1839 | \$43,339 85 | ..... | ..... | ..... | 100,000 00 | ..... | 764,182 61 | ..... | ..... | \$1,340 00 | 865,522 61 |
| 1840 | 78,852 44 | ..... | ..... | ..... | 102,602 74 | ..... | 1,151,653 97 | ..... | ..... | 7,396 19 | 1,263,828 90 |
| 1841 | ..... | \$123,370 26 | ..... | \$100,000 00 | 126,062 76 | ..... | 612,760 50 | \$2,176 00 | \$924 73 | 188 55 | 1,852,687 45 |
| 1842 | ..... | 178,773 56 | ..... | 455,000 00 | 171,478 22 | ..... | 520,409 56 | 12,750 91 | 1,308 56 | 912 18 | 1,167,171 27 |
| 1843 | ..... | 190,509 96 | ..... | ..... | 188,982 85 | ..... | 170,667 75 | 18,062 75 | 1,591 78 | 1,846 17 | 376,758 40 |
| 1844 | ..... | 196,794 74 | ..... | ..... | 198,120 75 | ..... | 202,106 67 | 13,669 85 | 1,540 55 | 1,197 61 | 418,685 54 |
| 1845 | ..... | 201,874 59 | ..... | ..... | 205,201 27 | ..... | 35,311 25 | 15,719 96 | 1,381 00 | 26,428 16 | 284,098 17 |
| 1846 | ..... | 204,022 19 | ..... | ..... | 204,126 59 | ..... | 39,328 58 | 15,776 49 | 1,464 00 | 740 15 | 268,273 52 |
| 1847 | ..... | ..... | ..... | ..... | 213,129 97 | \$7,766 87 | 10,441 67 | 17,614 20 | 1,506 01 | 1,414 17 | 250,041 01 |
| 1848 | 2,520 46 | ..... | ..... | ..... | 213,129 97 | ..... | 33,035 89 | 15,782 32 | 1,545 55 | 9,534 91 | 284,233 73 |
| 1849 | ..... | ..... | \$800,376 62 | ..... | 199,123 38 | 6,442 78 | 184,768 71 | 17,244 51 | 1,546 75 | 35,016 76 | 1,244,519 51 |
| 1850 | ..... | ..... | ..... | ..... | 157,103 61 | 10,084 83 | 375,164 73 | 17,350 00 | 1,387 15 | 162 67 | 561,252 99 |
| 1851 | 11,249 23 | ..... | ..... | ..... | 157,103 61 | ..... | 229,380 52 | 34,478 74 | 2,221 85 | 691 36 | 423,876 08 |
| 1852 | 51,318 27 | ..... | ..... | ..... | 157,103 61 | ..... | 208,930 94 | 73,290 05 | 2,092 61 | 146 35 | 442,563 56 |
| 1853 | 31,909 56 | ..... | ..... | ..... | 157,103 61 | ..... | 182,546 38 | 59,291 41 | 2,801 88 | 7,419 97 | 409,163 25 |
| 1854 | 19,220 95 | ..... | ..... | ..... | 157,103 61 | ..... | 98,939 79 | 44,759 69 | 3,123 34 | 1,684 04 | 305,610 47 |
| 1855 | 25,904 64 | ..... | ..... | ..... | 157,103 61 | ..... | 123,680 58 | 51,417 00 | 2,877 76 | 1,370 96 | 336,449 91 |
| 1856 | 12,039 69 | ..... | ..... | ..... | 157,103 61 | ..... | 123,820 60 | 22,192 85 | 3,377 25 | 11,033 18 | 317,517 49 |
| 1857 | 38,545 56 | ..... | ..... | ..... | 157,103 61 | ..... | 69,879 20 | 41,032 14 | 3,891 52 | 47,540 59 | 319,447 06 |
| 1858 | 61,589 35 | ..... | 542,832 82 | ..... | 150,148 86 | ..... | 74,256 35 | 49,136 90 | 4,634 71 | 46,189 54 | 867,199 18 |
| 1859 | 26,308 33 | ..... | 13,547 00 | ..... | 129,284 61 | ..... | 59,856 73 | 33,372 43 | 3,691 25 | 18,455 80 | 258,207 82 |
| 1860 | 20,129 95 | ..... | 196,243 56 | ..... | 126,340 96 | ..... | 78,949 86 | 12,261 70 | 4,488 08 | 30,041 18 | 448,325 34 |
| 1861 | 6,459 82 | ..... | 1,950,000 00 | ..... | 42,510 00 | ..... | 15,164 32 | 1,707 64 | 2,982 93 | 27,238 17 | 2,039,603 66 |
| 1862 | 41,782 77 | ..... | 264,000 00 | ..... | 13,493 33 | ..... | 46,413 77 | 16,261 06 | 2,609 70 | 51,277 65 | 394,055 51 |
| 1863 | 31,375 63 | ..... | 17,000 00 | ..... | 5,460 00 | ..... | 16,989 48 | 3,413 06 | 2,664 77 | 53,831 21 | 99,358 52 |
| 1864 | 125,056 73 | ..... | 91,000 00 | ..... | 4,095 00 | ..... | 17,702 09 | 18,499 68 | 2,762 76 | 129,945 38 | 264,004 91 |
| 1865 | 238,732 82 | ..... | ..... | ..... | ..... | ..... | 49,062 48 | 97,346 75 | 3,278 73 | 159,027 27 | 308,715 23 |
| 1866 | 93,110 58 | ..... | ..... | ..... | ..... | ..... | 80,875 68 | 14,822 51 | 3,576 53 | 92,475 42 | 191,750 14 |
| 1867 | 66,772 10 | ..... | ..... | ..... | ..... | ..... | 67,930 07 | 15,399 26 | 3,548 26 | 70,249 30 | 157,126 89 |
| 1868 | 74,908 54 | ..... | ..... | ..... | ..... | ..... | 46,210 22 | ..... | 3,332 14 | 74,260 97 | 123,803 83 |

| | | | | | | | | | | |
|------------|--------------|----------------|----------------|--------------|----------------|-------------|----------------|--------------|----------------|-----------------|
| 1869 | ..... | 100,122 00 | 10,600 00 | ..... | ..... | 209,474 21 | 13,806 27 | 3,450 94 | 51,661 95 | 288,398 37 |
| 1870 | ..... | 138,990 59 | ..... | ..... | ..... | 250,494 55 | 109,239 54 | 3,932 35 | 30,446 80 | 394,112 24 |
| 1871 | ..... | 201,587 93 | ..... | ..... | ..... | 124,872 44 | 202,127 71 | 3,639 20 | 11,444 58 | 242,083 93 |
| 1872 | ..... | 190,347 79 | ..... | ..... | ..... | 23,582 95 | 176,173 17 | 3,565 76 | 26,291 42 | 229,613 30 |
| 1873 | ..... | 84,691 49 | ..... | ..... | ..... | 68,957 84 | 106,887 12 | 3,613 44 | 6,836 91 | 186,295 31 |
| 1874 | ..... | 90,927 30 | ..... | ..... | ..... | 50,384 64 | 102,694 12 | 3,242 75 | 5,072 89 | 161,394 40 |
| 1875 | ..... | 87,785 00 | ..... | ..... | ..... | 27,757 97 | 93,529 33 | 2,349 93 | 1,594 17 | 125,231 40 |
| 1876 | ..... | 8,595 60 | ..... | ..... | ..... | 11,612 03 | 17,647 20 | 1,341 76 | 625 04 | 31,226 08 |
| 1877 | ..... | 50,515 18 | ..... | ..... | ..... | 4,004 78 | 68,370 49 | 1,126 97 | 1,171 26 | 74,673 50 |
| 1878 | ..... | 21,144 79 | ..... | ..... | ..... | 1,124 37 | 28,974 65 | 1,000 01 | ..... | 31,099 03 |
| 1879 | ..... | 4,352 32 | ..... | ..... | ..... | 4,408 62 | 2,178 00 | 180 54 | 30 78 | 6,797 94 |
| 1880 | ..... | 17,347 88 | ..... | ..... | ..... | 9,328 83 | 8,994 44 | 138 90 | ..... | 18,462 17 |
| 1881 | ..... | 3,342 56 | ..... | ..... | ..... | ..... | 3,342 56 | ..... | ..... | 3,342 56 |
| 1882 | ..... | 556 47 | ..... | ..... | ..... | 449 80 | 333 32 | ..... | 4 15 | 787 27 |
| 1883 | ..... | ..... | ..... | ..... | ..... | 345 00 | ..... | ..... | 17 75 | 362 75 |
| 1884 | ..... | ..... | ..... | ..... | ..... | 100 00 | ..... | ..... | 3 03 | 103 03 |
| 1885 | ..... | ..... | ..... | ..... | ..... | 485 00 | ..... | ..... | 12 89 | 497 89 |
| 1886 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Total..... | \$122,192 29 | \$3,074,587 18 | \$3,885,000 00 | \$555,000 00 | \$3,755,267 20 | \$24,294 48 | \$1,696,115 19 | \$100,724 70 | \$1,044,269 48 | \$17,790,008 09 |

STATEMENT of the receipts and payments on account of the Oneida Lake canal in each year, up to the 30th September, 1886, inclusive, viz.:

| YEARS. | RECEIVED. | | | | Deficien- cies paid by Erie and Champlain canals. | PAID. | | | | | | | |
|--------|-------------|--------------------------|-----------|---------------------|---|------------|------------------------|--|-----------------------|-----------------------|------------|--|---|
| | Loans. | From Sinking Fund. | Tolls. | Miscella- neous. | | Total. | Principal of loans. | Purchase of canal and feeder. | Interest on loans. | Superin- tendents. | Collectors | Surplus tolls to Erie and Cham- plain canals. | Canal Com- mission- ers, Supt. of Public Works and miscella- neous. | Total. |
| 1841.. | \$50,000 00 | ..... | \$294 58 | ..... | \$50,294 58 | \$3,319 82 | ..... | \$50,000 00 | \$1,166 09 | \$2,332 81 | \$115 50 | ..... | \$53,614 40 |
| 1842.. | | | 471 85 | ..... | 471 85 | 7,857 41 | ..... | ..... | 2,500 00 | 5,554 15 | 275 11 | ..... | 8,329 26 |
| 1843.. | | | 475 04 | ..... | 475 04 | 4,513 56 | ..... | ..... | 2,500 00 | 2,234 25 | 254 35 | ..... | 4,988 60 |
| 1844.. | | | 683 67 | ..... | 683 67 | 3,786 19 | ..... | ..... | 2,500 00 | 1,619 86 | 350 00 | ..... | 4,469 86 |
| 1845.. | | | 678 66 | ..... | 678 66 | 3,477 79 | ..... | ..... | 2,500 00 | 1,406 45 | 250 00 | ..... | 4,156 45 |
| 1846.. | | | 604 41 | ..... | 604 41 | 20,295 19 | ..... | ..... | 2,500 00 | 18,149 50 | 250 10 | ..... | 20,899 60 |
| 1847.. | | \$2,500 00 | 487 49 | ..... | 2,987 49 | 5,875 78 | ..... | ..... | 2,500 00 | 6,130 02 | 233 25 | ..... | 8,863 27 |
| 1848.. | | 2,500 00 | 671 89 | ..... | 3,171 89 | 1,444 17 | ..... | ..... | 2,500 00 | 1,866 05 | 250 01 | ..... | 4,616 06 |
| 1849.. | | 2,500 00 | 794 67 | ..... | 3,294 67 | 1,447 89 | ..... | ..... | 2,500 00 | 1,992 58 | 249 98 | ..... | 4,742 56 |
| 1850.. | | 2,500 00 | 2,513 19 | ..... | 5,029 07 | 2,734 98 | ..... | ..... | 2,500 00 | 4,719 29 | 528 88 | \$15 88 | 7,764 05 |
| 1851.. | | 45,250 00 | 6,178 57 | ..... | 51,428 57 | ..... | \$44,000 00 | ..... | 1,250 00 | 3,590 16 | 725 46 | \$1,862 95 | 51,428 57 |
| 1852.. | | 6,000 00 | 7,795 05 | ..... | 13,795 05 | ..... | 6,000 00 | ..... | ..... | 5,403 08 | 649 07 | 1,742 90 | 13,795 05 |
| 1853.. | | | 10,282 18 | ..... | 10,282 18 | ..... | ..... | ..... | ..... | 5,761 92 | 822 13 | 3,698 13 | 10,282 18 |
| 1854.. | | | 9,802 11 | ..... | 9,802 11 | 2,987 04 | ..... | ..... | ..... | 11,802 83 | 986 32 | ..... | 12,789 15 |
| 1855.. | | | 7,340 81 | ..... | 7,340 81 | 171 83 | ..... | ..... | ..... | 6,235 63 | 1,057 01 | ..... | 7,512 64 |
| 1856.. | | | 8,639 04 | ..... | 8,639 04 | ..... | ..... | ..... | ..... | 107 91 | 1,018 69 | 5,030 73 | 8,639 04 |
| 1857.. | | | 4,849 34 | ..... | 4,849 34 | ..... | ..... | ..... | ..... | ..... | 863 39 | 46 09 | 4,849 34 |
| 1858.. | | | 1,235 32 | ..... | 1,235 32 | 3,631 24 | ..... | ..... | ..... | ..... | 762 62 | ..... | 4,866 56 |
| 1859.. | | | 701 41 | ..... | 701 41 | 5,024 46 | ..... | ..... | ..... | ..... | 600 87 | ..... | 5,725 87 |
| 1860.. | | | 290 33 | ..... | 290 33 | 4,916 97 | ..... | ..... | ..... | ..... | 987 88 | ..... | 5,207 30 |
| 1861.. | | | 218 86 | ..... | 218 86 | 4,842 41 | ..... | ..... | ..... | 400 00 | 755 51 | ..... | 5,061 27 |
| 1862.. | | | 121 83 | ..... | 121 83 | 2,682 33 | ..... | ..... | ..... | 100 00 | 329 15 | ..... | 2,804 16 |
| 1863.. | | | 45 21 | ..... | 45 21 | 3,102 23 | ..... | ..... | ..... | ..... | ..... | ..... | 3,147 44 |
| 1864.. | | | 5 00 | ..... | 5 00 | 5,072 87 | ..... | ..... | ..... | ..... | ..... | 5,077 87 | 5,077 87 |
| 1865.. | | | | | | 7,792 21 | ..... | ..... | ..... | ..... | ..... | 7,792 21 | 7,792 21 |
| 1866.. | | | | | | 4,166 72 | ..... | ..... | ..... | ..... | ..... | 4,166 72 | 4,166 72 |
| 1867.. | | | | 7,089 76 | 7,089 76 | 68 92 | ..... | ..... | ..... | ..... | ..... | 7,158 68 | 7,158 68 |
| 1868.. | | | | 22,603 20 | 22,603 20 | ..... | ..... | ..... | ..... | ..... | ..... | 22,603 20 | 22,603 20 |
| 1869.. | | | | 90,196 80 | 90,196 80 | ..... | ..... | ..... | ..... | ..... | ..... | 90,196 80 | 90,196 80 |
| 1870.. | | | | 188,486 00 | 188,486 00 | ..... | ..... | ..... | ..... | ..... | ..... | 188,486 00 | 188,486 00 |
| 1871.. | | | | 56,965 15 | 56,965 15 | ..... | ..... | ..... | ..... | ..... | ..... | 56,965 15 | 56,965 15 |

STATEMENT of receipts and payments on account of the Baldwinsville canal to September 30, 1886, in each year.

| YEARS. | RECEIVED. | | | PAID. | | | | | |
|--|------------|----------------|-------------|---|---|------------------|-------------|----------------|-------------|
| | Tolls. | Miscellaneous. | Total. | Deficiencies paid by the Erie and Champlain canals. | Surplus tolls to Erie and Champlain canals. | Superintendents. | Collectors. | Miscellaneous. | Total. |
| 1853..... | \$472 06 | ..... | \$472 06 | ..... | \$312 60 | ..... | \$159 46 | ..... | \$472 06 |
| 1854..... | 429 86 | ..... | 429 86 | \$2,375 22 | ..... | \$2,372 29 | 432 79 | ..... | 2,805 08 |
| 1855..... | 76 01 | ..... | 76 01 | 2,871 65 | ..... | 2,372 66 | 375 00 | \$200 00 | 2,947 66 |
| 1856..... | 73 02 | ..... | 73 02 | 727 02 | ..... | 422 46 | 377 58 | ..... | 800 04 |
| 1857..... | 32 81 | ..... | 32 81 | 1,486 34 | ..... | 455 43 | 178 59 | 885 13 | 1,519 15 |
| 1858..... | 14 13 | ..... | 14 13 | 2,367 49 | ..... | 2,381 62 | ..... | ..... | 2,381 62 |
| 1859..... | 26 03 | ..... | 26 03 | 387 27 | ..... | 413 30 | ..... | ..... | 413 30 |
| 1860..... | 23 17 | ..... | 23 17 | ..... | 23 17 | ..... | ..... | ..... | 23 17 |
| 1861..... | 22 57 | ..... | 22 57 | 1,047 03 | ..... | 1,069 60 | ..... | ..... | 1,069 60 |
| 1862..... | 31 83 | ..... | 31 83 | 142 84 | ..... | 174 67 | ..... | ..... | 174 67 |
| 1863..... | 39 17 | \$4,529 14 | 4,568 31 | 33 16 | ..... | 72 33 | ..... | 4,529 14 | 4,601 47 |
| 1864..... | 20 82 | 266 40 | 287 22 | 927 85 | ..... | 631 80 | ..... | 583 27 | 1,215 07 |
| 1865..... | ..... | ..... | ..... | 499 00 | ..... | 499 00 | ..... | ..... | 499 00 |
| 1866..... | ..... | 10,489 34 | 10,489 34 | 2,646 68 | ..... | 12,646 68 | ..... | 489 34 | 13,136 02 |
| 1867..... | ..... | ..... | ..... | 96 32 | ..... | 93 32 | ..... | ..... | 93 32 |
| 1868..... | ..... | ..... | ..... | 1,708 00 | ..... | ..... | ..... | 1,708 00 | 1,708 00 |
| 1869..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 1870..... | ..... | 5,432 70 | 5,432 70 | ..... | ..... | ..... | ..... | 5,432 70 | 5,432 70 |
| 1871..... | ..... | 350 00 | 350 00 | ..... | ..... | ..... | ..... | 350 00 | 350 00 |
| 1872..... | ..... | 150 00 | 150 00 | ..... | ..... | ..... | ..... | 150 00 | 150 00 |
| 1873..... | ..... | 63 78 | 63 78 | ..... | ..... | ..... | ..... | 63 78 | 63 78 |
| 1874..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 1875..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 1876..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 1877..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 1878..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 1879..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 1880, 1881, 1882, 1883, 1884, 1885, 1886 ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Total | \$1,261 48 | \$21,281 36 | \$22,542 84 | \$17,312 87 | \$335 77 | \$23,605 16 | \$1,523 42 | \$14,591 36 | \$39,855 71 |
| Deficiencies paid by the Erie and Champlain canals | | | | | | | | | |
| | | | 17,312 87 | | | | | | |
| | | | \$39,855 71 | | | | | | |

(No. 58.)

STATEMENT of receipts and payments on account of the Oneida River improvement in each year, up to September 30, 1886, inclusive, viz.:

| YEARS. | Loans. | Discount on loans. | RECEIVED. | | | | | Total. |
|--------|-------------|--------------------|------------------|---------------------------------|--------------------|-----------|----------------|-------------|
| | | | Avails of loans. | From Erie and Champlain canals. | From Sinking Fund. | Tolls. | Miscellaneous. | |
| 1839. | \$25,000 00 | ..... | \$25,000 00 | ..... | ..... | ..... | ..... | \$25,000 00 |
| 1840. | | | | | | | | |
| 1841. | 25,000 00 | \$2,250 00 | 22,750 00 | ..... | ..... | ..... | \$119 76 | 22,869 76 |
| 1842. | 9,432 57 | ..... | 9,432 57 | ..... | ..... | ..... | ..... | 9,432 57 |
| 1843. | 1,843 56 | ..... | 1,843 56 | ..... | ..... | ..... | ..... | 1,843 56 |
| 1844. | 8,000 00 | ..... | 8,000 00 | ..... | ..... | ..... | ..... | 8,000 00 |
| 1845. | | | | | | | | |
| 1846. | | | | | | | | |
| 1847. | | | | | | | | |
| 1848. | | | | \$20,000 00 | \$3,670 89 | \$118 22 | ..... | 23,789 11 |
| 1849. | | | | | 3,670 89 | 200 50 | 1,200 00 | 5,071 39 |
| 1850. | | | | | 12,938 39 | 230 71 | 1,200 00 | 14,369 10 |
| 1851. | | | | | 3,010 61 | 5,555 63 | ..... | 8,566 24 |
| 1852. | | | | | 3,010 61 | 18,409 56 | ..... | 21,420 17 |
| 1853. | | | | | 3,010 61 | 24,540 54 | ..... | 27,551 15 |
| 1854. | | | | | 3,010 61 | 31,275 36 | ..... | 34,285 97 |
| 1855. | | | | | 3,010 61 | 31,992 92 | ..... | 35,003 53 |
| 1856. | | | | | 3,010 61 | 24,044 94 | 1,443 75 | 28,459 30 |
| 1857. | | | | | 3,010 61 | 29,035 71 | ..... | 32,046 39 |
| 1858. | | | | | 3,010 61 | 15,758 42 | ..... | 18,769 03 |
| 1859. | | | | | 3,010 61 | 3,725 19 | ..... | 6,735 80 |
| 1860. | | | | | 3,010 61 | 2,044 64 | ..... | 5,055 25 |
| 1861. | | | | | 4,826 52 | 1,015 98 | ..... | 5,842 50 |
| 1862. | | | | | 51,025 00 | 919 63 | ..... | 51,944 63 |
| 1863. | | | | | 8,266 67 | 2,311 06 | ..... | 10,577 73 |
| 1864. | | | | | | 4,399 07 | ..... | 4,399 07 |
| 1865. | | | | | | 3,572 36 | 11,021 11 | 14,593 47 |
| 1866. | | | | | | 2,489 87 | 5,041 02 | 7,530 89 |
| 1867. | | | | | | 2,688 53 | 24,801 76 | 27,490 29 |
| 1868. | | | | | | 3,186 06 | 266 11 | 3,452 17 |
| 1869. | | | | | | 2,029 85 | 1,732 57 | 3,762 42 |
| 1870. | | | | | | 1,686 46 | 32,189 79 | 33,876 25 |
| 1871. | | | | | | 755 59 | 17,591 28 | 18,346 87 |
| | | | | | | 724 61 | 38,392 62 | 39,117 23 |

No. 58—(Continued).

ONEIDA RIVER IMPROVEMENT.

| YEARS. | Loans. | Discount on loans. | RECEIVED. | | | | | Total. |
|---|--------------|--------------------|------------------|---------------------------------|--------------------|---------------|----------------|---------------|
| | | | Avails of loans. | From Erie and Champlain canal.. | From Sinking Fund. | Tolls. | Miscellaneous. | |
| 1872..... | | | | | | \$650 00 | ..... | \$650 00 |
| 1873..... | | | | | | 629 57 | ..... | 629 57 |
| 1874..... | | | | | | 476 47 | ..... | 476 47 |
| 1875..... | | | | | | 215 40 | \$94 50 | 309 90 |
| 1876..... | | | | | | 290 36 | ..... | 290 36 |
| 1877..... | | | | | | 525 26 | ..... | 525 26 |
| 1878..... | | | | | | 300 08 | ..... | 300 08 |
| 1879..... | | | | | | 146 85 | ..... | 146 85 |
| 1880..... | | | | | | 269 72 | ..... | 269 72 |
| 1881..... | | | | | | 313 11 | 141 55 | 454 66 |
| 1882..... | | | | | | 470 51 | ..... | 470 51 |
| 1883..... | | | | | | 102 53 | ..... | 102 53 |
| 1884, 1885, 1886..... | | | | | | | | |
| Total..... | \$69, 276 13 | \$2, 250 00 | \$67, 026 13 | \$20, 000 00 | \$114, 504 46 | \$217, 061 34 | \$135, 235 82 | \$553, 827 75 |
| Deficiencies paid by Erie and Champlain canals..... | | | | | | | | |
| | | | | | | | | 34, 176 62 |
| | | | | | | | | \$588, 004 37 |

No. 58 — (Continued.)
ONEIDA RIVER IMPROVEMENT.

| YEARS. | PAID. | | | | | | Total. |
|-----------|---|------------------------|--|-----------------------|---|----------------|-------------|
| | Deficiencies. paid by Erie and Cham- plain canals. | Principal of loans. | Surplus tolls to Erie and Champlain canals. | Interest on loans. | Canal Commis- sioners and Superintendent of Public Works. | Miscellaneous. | |
| 1839..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 1840..... | \$1,250 00 | ..... | ..... | \$1,250 00 | \$16,128 94 | \$33 53 | \$17,412 47 |
| 1841..... | 2,245 43 | ..... | ..... | 2,365 59 | 21,690 05 | 21 92 | 24,077 56 |
| 1842..... | 2,691 42 | ..... | ..... | 2,691 42 | 19,308 13 | ..... | 21,991 55 |
| 1843..... | 3,204 29 | ..... | ..... | 3,204 29 | ..... | ..... | 3,204 29 |
| 1844..... | 3,378 43 | ..... | ..... | 3,378 43 | 6,094 98 | ..... | 9,473 41 |
| 1845..... | 3,588 94 | ..... | ..... | 3,588 94 | ..... | ..... | 3,588 94 |
| 1846..... | 3,681 99 | ..... | ..... | 3,681 99 | ..... | ..... | 3,681 99 |
| 1847..... | ..... | ..... | \$118 22 | 3,670 89 | 1,179 87 | ..... | 4,968 98 |
| 1848..... | ..... | ..... | 200 50 | 3,670 89 | ..... | ..... | 3,871 39 |
| 1849..... | ..... | \$9,432 57 | 230 71 | 3,505 82 | 6,080 00 | ..... | 19,249 10 |
| 1850..... | ..... | ..... | 5,160 96 | 3,010 61 | 8,727 37 | ..... | 17,293 61 |
| 1851..... | ..... | ..... | 16,159 95 | 3,010 61 | 6,913 07 | ..... | 28,333 24 |
| 1852..... | ..... | ..... | 22,775 17 | 3,010 61 | ..... | 535 81 | 28,086 96 |
| 1853..... | ..... | ..... | 29,567 96 | 3,010 61 | ..... | ..... | 34,285 97 |
| 1854..... | ..... | ..... | 28,945 55 | 3,010 61 | ..... | ..... | 35,003 53 |
| 1855..... | ..... | ..... | 19,461 72 | 3,010 61 | 1,443 75 | 24 43 | 28,459 30 |
| 1856..... | ..... | ..... | 26,554 05 | 3,010 61 | ..... | ..... | 32,046 39 |
| 1857..... | ..... | ..... | 10,459 40 | 3,010 61 | 4,228 42 | 192 55 | 21,481 49 |
| 1858..... | ..... | ..... | 927 92 | 3,010 61 | ..... | ..... | 6,735 80 |
| 1859..... | ..... | ..... | 840 26 | 3,010 61 | ..... | ..... | 5,055 25 |
| 1860..... | ..... | 1,843 56 | 797 06 | 2,982 96 | 182 67 | 36 25 | 5,842 50 |
| 1861..... | ..... | 50,000 00 | ..... | 1,025 00 | 15,054 30 | 1 05 | 66,080 35 |
| 1862..... | ..... | 8,000 00 | ..... | 266 67 | 928 00 | ..... | 10,577 73 |
| 1863..... | ..... | ..... | 935 30 | ..... | ..... | ..... | 4,399 07 |
| 1864..... | ..... | ..... | 4,391 07 | ..... | ..... | 5 00 | 14,593 47 |
| 1865..... | ..... | ..... | 3,572 36 | ..... | 10,141 92 | 679 19 | 7,530 89 |
| 1866..... | ..... | ..... | 1,392 78 | ..... | 4,623 32 | 417 70 | 27,400 29 |
| 1867..... | ..... | ..... | 2,688 53 | ..... | 24,269 23 | 532 53 | 3,452 17 |
| 1868..... | | | 3,186 06 | | | 266 11 | 3,762 42 |
| 1869..... | | | 2,029 85 | | 940 80 | 791 77 | 83,876 25 |
| | | | 1,786 46 | | 31,659 13 | 530 66 | |

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|-----|-----|---------|------------|---------------|
| ... | ... | ,885 71 | 73,209 94 | 4,582,084 89 |
| ... | ... | ,178 80 | 82,666 14 | 5,802,128 42 |
| ... | ... | ,081 93 | 245,815 69 | 5,038,185 84 |
| ... | ... | ,412 50 | 61,800 98 | 4,318,801 08 |
| ... | ... | ,076 93 | 78,364 70 | 4,239,932 38 |
| ... | ... | ,468 11 | 60,992 98 | 3,645,553 41 |
| ... | ... | ,873 16 | 72,371 22 | 4,439,872 81 |
| ... | ... | ,093 29 | 55,587 11 | 7,677,661 75 |
| ... | ... | ,796 73 | 81,283 22 | 10,854,493 12 |
| ... | ... | ,779 10 | 156,158 04 | 5,828,618 16 |
| ... | ... | ,096 78 | 118,033 32 | 7,819,129 26 |
| ... | ... | ,295 93 | 177,939 55 | 3,559,863 14 |
| ... | ... | ,867 67 | 99,394 79 | 7,100,484 00 |
| ... | ... | ,111 30 | 67,966 80 | 5,502,766 56 |
| ... | ... | ,430 85 | 150,308 61 | 5,987,388 99 |
| ... | ... | ,164 07 | 535,855 38 | 4,542,820 94 |
| ... | ... | ,256 88 | 235,654 47 | 5,088,135 70 |
| ... | ... | ,705 70 | 137,301 29 | 8,762,220 48 |
| ... | ... | ,306 35 | 128,204 06 | 6,042,208 73 |
| ... | ... | ,824 04 | 149,559 37 | 7,022,351 99 |
| ... | ... | ,347 70 | 149,026 26 | 5,108,309 02 |
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| ... | ... | ,044 12 | 229,799 55 | 5,888,987 48 |
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| ... | ... | ,846 39 | 512,836 37 | 9,711,963 14 |
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| ... | ... | ,883 22 | 198,576 00 | 2,984,256 33 |
| ... | ... | ,827 69 | 179,947 13 | 2,429,752 37 |
| ... | ... | ,108 76 | 150,475 50 | 2,479,327 66 |
| ... | ... | ,212 86 | 151,306 36 | 1,580,984 59 |
| ... | ... | ,642 87 | 122,941 02 | 1,588,707 30 |
| ... | ... | ,848 35 | 136,902 74 | 1,867,608 47 |
| ... | ... | ,889 83 | 135,273 42 | 1,322,847 56 |
| ... | ... | 526 62 | 89,107 50 | 2,206,608 21 |
| ... | ... | | 71,447 19 | 1,343,980 16 |
| ... | ... | | 113,783 93 | 1,545,425 56 |
| ... | ... | | 73,086 54 | 1,485,801 52 |

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| 88 | \$290, | ,046 37 | \$7,485,474 25½ | \$274,354,348 17 |
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| | See | | 5,556,127 37 |
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| | See | | |
| | See | See No. 25 | 9,574 05 |
| | See | | |
| | See | | \$5,565,701 42 |
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STATEMENT OF RECEIPTS AND PAYMENTS in each year on account of all the State Canals, up to September 30, 1886, inclusive.

(N. O. 59.)

(No. 59.)

ИЗВЕСТИЯ

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| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

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STATE OF NEW YORK.

No. 5.

IN ASSEMBLY,

JANUARY 4, 1887.

RULES AND ORDERS

OF THE ASSEMBLY OF THE STATE OF NEW YORK.

ADOPTED JANUARY, 1886.

CHAPTER I.

OF THE POWERS AND DUTIES OF THE SPEAKER.

RULE 1. The speaker shall take the chair each day at the hour to which the house shall have adjourned. He shall call to order, and, except in the absence of a quorum, shall proceed to business in the manner prescribed by these rules.

RULE 2. He shall possess the powers and perform the duties herein prescribed, viz.:

1. He shall preserve order and decorum.

2. He shall decide all questions of order [subject to appeal to the house. On every appeal he shall have the right, in his place, to assign his reason for his decision.

3. He shall appoint all committees, except where the house shall otherwise order.

4. He may substitute any member to perform the duties of the chair for a period not exceeding two consecutive legislative days, but for no longer period, except by special consent of the house.

5. When the house shall be ready to go into committee of the whole, he shall name a chairman to preside therein.

6. He shall certify the passage of all bills by the house, with the date thereof, together with the fact whether passed as a majority, three-fifths or two-thirds bills, as required either by the constitution or laws of this State.

7. He shall designate the persons who shall act as reporters for the public press, not exceeding thirty in number; but no reporter shall be admitted to the floor who is not an authorized representative of a daily paper. Such reporters, so appointed, shall be entitled to such

seats as the speaker shall designate, and shall have the right to pass to and from such seats in entering and leaving the assembly chamber.

8. In case of any disturbance or disorderly conduct in the galleries or lobby, the speaker shall have power to order the same to be cleared.

9. The speaker shall also be an ex-officio member of the committee on rules.

CHAPTER II.

OF THE ORDER OF BUSINESS.

RULE 3. The first business of each day's session shall be the reading of the journal of the preceding day, and the correction of any errors that may be found to exist therein. After which, except on days and at times set apart for the consideration of general or special orders, the order of business, which shall not be departed from except by a vote of two-thirds of the members present of the house, shall be as follows, viz.:

1. Introduction of bills by counties in alphabetical order.
2. Reports of standing committees in the order in which the committees are stated in rule fourteen.
3. Presentation of petitions by counties in alphabetical order.
4. Motions and resolutions to be called for by counties in reverse order.
5. Reports of select committees.
6. Third reading of bills.
7. The preferred calendar of general orders.
8. Unfinished business of the general orders.
9. Special orders of the day.
10. General orders.

Messages from the governor and from the senate, communications from State officers, and reports from the committees on engrossed bills, public printing and sub-committee of the whole, may be received under any order of business.

CHAPTER III.

OF THE RIGHTS AND DUTIES OF MEMBERS.

RULE 4. Petitions, memorials, and any other papers addressed to the house, shall be presented by the speaker, or by any member in his place.

RULE 5. Every member presenting a paper shall indorse the same; if a petition, memorial or report to the legislature, with a brief statement of its subject or contents, adding his name; if a notice or resolution, with his name; if a report of a committee, a statement of such report, with the name of the committee and members making the same; if a bill, a statement of its title, with his name.

RULE 6. Every member who shall be within the bar of the house when a question is stated from the chair shall vote thereon, unless he be excused by the house, or unless he be directly interested in the question; but no member shall be obliged to vote on any question unless within the bar when his name is called. The bar of the house shall be deemed to include the body of the assembly chamber.

CHAPTER IV.

OF ORDER AND DECORUM.

RULE 7. No member rising to debate, to give a notice, make a motion or report, or to present a petition or other paper, shall proceed until he shall have addressed the speaker, and have been recognized by him.

RULE 8. While a member is speaking, no member shall entertain any private discourse or pass between him and the chair.

RULE 9. While the speaker is putting a question, or a count is being had, no member shall speak or leave his place.

RULE 10. When a motion to adjourn is carried, the members and officers shall keep their seats and places until the speaker declares the house adjourned.

CHAPTER V.

OF ORDER IN DEBATE.

RULE 11. No member shall speak more than once to the same general question, without leave of the house, until every member desiring to speak on the question pending shall have spoken.

RULE 12. If any member, in speaking, transgress the rules of the house, the speaker, or any member, may call to order, in which case the member so called to order shall immediately sit down, and shall not rise unless to explain or proceed in order.

RULE 13. All questions relating to the priority of business, that is, the priority of one question or subject-matter over another, under the same order of business, shall be decided without debate.

CHAPTER VI.

ON COMMITTEES AND THEIR DUTIES.

RULE 14. The standing committees shall be as follows, viz.:

To consist, each, of eleven members :

1. Ways and means.
2. Appropriations.
3. Judiciary.
4. General laws.
5. Canals.
6. Affairs of cities.
7. Railroads.
8. Commerce and navigation.
9. Insurance.
10. Banks.
11. Internal affairs.
12. Excise.
13. Affairs of villages.
14. Roads and bridges.
15. Public printing.
16. Public health.
17. Charitable and religious societies.

18. Public education.
19. Military affairs.
20. Claims.
21. Federal relations.

To consist, each, of nine members.

22. Game laws.
23. State prisons.
24. State charitable institutions.
25. Privileges and elections.
26. Civil divisions.
27. Trade and manufactures.
28. Manufacture of salt.
29. Public lands.
30. Agriculture.
31. Indian affairs.
32. Petitions of aliens.
33. Two-thirds and three-fifths bills.
34. Engrossed bills.
35. Grievances.
36. Expenditures of the house.
37. Expenditures of the executive department.

To consist, each, of five members.

38. Revision.
39. Rules.
40. Joint library.
41. There shall be also a committee on "general orders," to be called the "sub-committee of the whole," to consist of sixteen members, viz.: two from each judicial district of the State; whose duties are defined in rule 40.

RULE 15. It shall be the duty of each of the several committees to consider and report, without unnecessary delay, upon the respective bills and other matters referred to it by the house; and also to inquire into the matters indicated by its name, and to report thereon to the house any information, and any bill or resolution which it may deem conducive to the public interest. When the object of a bill can be secured without a special act under existing general laws, it shall be the duty of the committee to which the bill is referred to so report to the house.

RULE 16. It shall be the duty of the committee on ways and means to examine into all the departments of the government, whether executive, legislative, judicial or otherwise, where salaries or emoluments are given; to examine, ascertain and report to the house what officers can be dispensed with, and what salaries or emoluments can be reduced, and how far consistent with the public good; and to take such action in regard to section eight of article seven of the constitution of this State as may be requisite. To consider the subject of State taxation, and to report such amendments to the present tax laws as in their judgment may be deemed expedient. All matters of finance not specified in Rule 24 shall be referred to and considered by the committee on ways and means.

RULE 17. It shall be the duty of the committee on two-thirds and three-fifths bills to carefully examine all bills coming within the ninth section of the first article, and the twenty-first section of article three of the constitution of this State ; and when any bill shall have passed in committee of the whole house, on which the speaker may entertain doubts whether it comes within the provisions of either of the said sections, it shall be referred to the said committee to examine and report thereon, before the question on the final passage shall be taken.

RULE 18. It shall be the duty of the committee on general laws to consider and report upon all bills and other matters which shall be referred to them. And they shall have authority to report such original general laws and such amendments to existing general laws, excepting the general village, bank, railroad and insurance laws, as they shall deem in accordance with the requirements of the constitution. Every bill of original general character reported by them shall be placed on a preferred calendar of the general orders, which shall have preference of the unfinished business of the general orders.

RULE 19. The committee on engrossed bills shall carefully examine, in the order in which they shall be directed by the house to be engrossed for a third reading, all bills so engrossed, and see that the same are correctly engrossed, and they shall immediately report the same in like order to the house before they are read the third time.

RULE 20. It shall be the duty of the committee on public printing to examine and report on all questions of printing referred to them ; to examine, from time to time, and ascertain whether the prices charged for printing are in conformity to the contract therefor, and whether it is done in conformity to the orders of the house and without unreasonable delay ; to ascertain and report what number of copies ought usually to be printed, and how distributed ; and to report to the house, from time to time, any measures they may deem useful for the economical and proper management of the public printing.

RULE 21. It shall be the duty of the committee on expenditures of the house, and in the executive department, severally to inquire into the said expenditures, and whether the same have been made in conformity to law, and whether proper vouchers exist for the same, and whether the funds provided for the purpose are economically applied, and to report, from time to time, such provisions, laws and regulations as may conduce to economy, and to secure the faithful disbursement of the moneys appropriated by law.

RULE 22. All petitions, memorials and bills, relating to claims upon the State, shall be referred to the standing committee upon claims for examination and report ; but such committee shall not report a bill in any case where provision is made by law for the determination of the claim by any officer, board or tribunal, established for that purpose ; but in cases where no such provision shall exist, they may report by bill providing for its audit and determination by the appropriate department or tribunal. No papers on the files of the house, which have been reported upon adversely by a committee on claims, shall be taken therefrom for a rehearing, unless the claimant shall present a petition, verified by his oath, showing that an error was committed in

the former report, and that relief in the case may be obtained only through the action of the legislature.

RULE 23. It shall be the duty of the committee on game laws to consider all petitions, bills and other matters referred to them relating to the protection and preservation of game and fish, and to report thereon such measures as they shall deem conducive to the public interest.

RULE 24. It shall be the duty of the committee on appropriations to prepare and report to the house the annual appropriation and supply bills, and all matters relating to such bills as shall be referred to said committee.

CHAPTER VII.

OF THE GENERAL ORDERS AND SPECIAL ORDERS.

RULE 25. The matters referred to the committee of the whole house shall constitute the general orders, and their titles shall be recorded in a calendar kept for that purpose by the clerk, in the order in which they shall be referred severally.

RULE 26. The business of the general orders shall be taken up in the following manner, viz.: The clerk shall announce the title of each bill or other matter as it shall be reached in its order; whereupon it shall be taken up on the call of any member, without the putting of a question therefor; but if not so moved, it shall lose its precedence for the day. And whenever three bills have been thus moved the house shall go into committee of the whole upon them without further order. But no bill or other matter shall be taken out of its order, except by vote of two-thirds of the members present, nor shall any unprinted bill be taken up unless by order of the house, on one day's notice thereof.

RULE 27. On Tuesday and Thursday of each week after the introduction of bills and reports of standing committees, the sessions shall be set apart especially for the consideration of general orders; but they may be considered on any other day when reached in their order.

RULE 28. Each member shall be furnished daily with a printed list of the general orders, which shall be kept on his files by the sergeant-at-arms, in the same manner as other printed documents.

RULE 29. Any matter may be made a special order for any particular day, by the assent of two-thirds of the members present. But it shall not be in order to make any matter a special order from day to day; and no more than three bills or other matters shall be made the special order for the same day. No special order shall be postponed or rescinded, except by a vote of two-thirds of the members present.

CHAPTER VIII.

OF THE COMMITTEE OF THE WHOLE.

RULE 30. The same rules shall be observed in committee of the whole as in the house, so far as the same are applicable, except that the previous question shall not apply; nor the yeas and nays be taken.

RULE 31. A motion to rise and report progress shall be in order at any stage, and shall be decided without debate.

RULE 32. Bills and other matters shall be considered in committee of the whole in the following manner, viz.: They shall be first read through, if the committee so direct; otherwise they shall be read and considered by sections, leaving the title to be last considered. All amendments, in their proper connections, shall be reported to the house by the chairman.

RULE 33. If at any time when in committee of the whole house, it be ascertained that there is no quorum, the chairman shall immediately report the fact to the speaker.

CHAPTER IX.

OF BILLS.

RULE 34. No bill shall be introduced in the house, except in one of the following modes, viz.:

1. Under the order of introduction of bills by counties in alphabetical order.
2. By unanimous consent of the house.
3. By report of a committee.
4. By order of the house.
5. By message from the senate.

RULE 35. No private bill shall be introduced, but upon a memorial or petition presented to the house and signed by the party or parties praying for the passage of the same, except by order of the house.

RULE 36. The title of all bills introduced shall state concisely the subject-matter of such bills.

RULE 37. Every message from the senate, communicating any bill for the concurrence of the house, shall, with the accompanying documents, if any, be referred to a standing or select committee to consider and report thereon, and every such message, communicating an amendment, shall be submitted to the house for its concurrence, unless otherwise ordered.

RULE 38. All bills, whether introduced in the house or communicated by message from the senate, shall, after their second reading, be referred to a standing or select committee, to consider and report thereon. Such committee may report any bill, either with or without amendments, or they may report against the same. All bills favorably reported shall, if the report be agreed to, be committed to the committee of the whole; but where a bill has been reported adversely, and such report shall be agreed to by the house, it shall not go upon the general orders, but shall be considered as rejected. No committee shall be discharged from the consideration of a bill thus referred until the committee has had a meeting subsequent to its reference, or has neglected to consider the bill; nor shall an adverse report be received unless the introducer of the bill has first had an opportunity to be heard.

RULE 39. Bills reported by the committee of the whole shall be subject to debate before the question to agree with the committee in

their report is put; but such amendments only shall be in order as were offered in committee of the whole. And where a bill shall be reported by the committee of the whole, with the enacting clause stricken out, and the report shall be agreed to by the house, or a report favorable to the passage of a bill shall be disagreed to by a vote of the house, such bill shall be considered as rejected.

RULE 40. Every bill shall receive three separate readings, previous to its final passage, and the third reading shall be on a day subsequent to that on which the bill passed in committee of the whole, unless the house, by a vote of two-thirds of the members present, shall direct otherwise.

RULE 41. Any bill printed and upon the general orders, and which has been reported favorably by a standing committee, may be referred to the sub-committee of the whole by resolution in writing, reciting its number and its title in full, except it be,

1. One that makes an appropriation from, or may create any charge upon, the State treasury.
2. Which authorizes or imposes any State tax, or which exempts or releases any property from taxation.
3. Which grants or amends any franchise to any individual or individuals, corporation or corporations.
4. Which amends or repeals the charter of any savings bank or insurance company.
5. Which alters, amends or repeals the charter of any railroad, or which removes any restriction from any such company or increases the fare or compensation for traveling on the road or roads of any such company.
6. Which alters or amends the charters of any of the cities of the State.

Bills in such committees shall be considered in the same manner as in committee of the whole house, except that the ayes and nays shall be taken on the question of reporting any bill and that the assent of a majority of all the members of the committee shall be required to a favorable report.

Any bill so reported favorably by said committee may again be referred to the committee of the whole for consideration, upon the demand of thirty-five members of the house, made at any time before the third reading of such bill is completed.

The clerk of the house shall act as the clerk of such committee, and keep a journal of its proceedings, and he shall submit with each report of the committee, a record of the action of the committee upon it; which report and record shall be printed and lie on the table one day before consideration by the house.

RULE 42. No bill except such as shall be reported by the sub-committee of the whole, in accordance with rule 40, shall be ordered to a third reading until it shall have been considered in committee of the whole; nor shall it be in order to refer any bill to a standing committee to report complete unless by the vote of two-thirds of the members present.

RULE 43. No bill originating in the assembly shall be put upon its third reading until it shall have been reported by the committee on

engrossed bills as correctly engrossed, unless by unanimous consent. Nor shall any bill be read the last time, unless it shall have been once printed.

RULE 44. The third reading of bills shall take place in the order in which they have been ordered to a third reading, unless the house, by a vote of two-thirds of the members present, direct otherwise, or the bill to be read is laid on the table. And the question on the final passage of every bill shall be taken immediately after such third reading, and without debate. The clerk of the house shall place each day in two conspicuous positions in the assembly chamber lists of all bills ordered to a third reading; such lists to contain the third reading number, and printed number of each bill, the house in which the bill originated, and the name of the senator or member who introduced such bill.

RULE 45. The same vote that would be required to pass any bill shall be requisite to carry a reconsideration thereof. But the final vote upon the passage of any bill creating, continuing or renewing any incorporation otherwise than municipal, shall not be reconsidered whenever such bill shall be rejected on its last reading.

RULE 46. A register shall be kept by the clerk of all bills introduced in the house, or transmitted for concurrence from the senate, in which shall be recorded, under appropriate heads, the progress of such bills, from the date of their introduction to the time of their transmission; if assembly bills, to the governor, or if senate bills, their return to the senate.

CHAPTER X.

ON MOTIONS AND THEIR PRECEDENCE.

RULE 47. When the question shall be under consideration, no motion shall be received except as herein specified, which motion shall have precedence in the order stated, viz.:

1. For an adjournment of the house.
2. A call of the house.
3. For the previous question.
4. To lay on the table.
5. To postpone indefinitely.
6. To postpone to a certain day.
7. To go into committee of the whole on the pending subject immediately.
8. To commit to a committee of the whole.
9. To commit to a standing committee.
10. To commit to a select committee.
11. To amend.

RULE 48. The motion to adjourn for the day and to lay on the table shall be decided without amendment or debate. The motion to postpone to a certain day or commit shall preclude all debate of the main question.

RULE 49. Every motion or resolution shall be first stated by the speaker, or read by the clerk, before debate and immediately before

putting the question. And every motion, except those specified in subdivisions one to ten inclusive, of the forty-sixth rule, shall be reduced to writing if the speaker or any member desire it.

RULE 50. After a motion shall be stated by the speaker, it shall be deemed in the possession of the house, but may be withdrawn at any time before it shall be decided or amended.

RULE 51. The motion to adjourn, to take a recess, and to adjourn for a longer period than one day, shall always be in order; but the latter motion shall not preclude debate.

RULE 52. A motion to reconsider any vote must be made on the same day on which the vote proposed to be reconsidered was taken, or on the legislative day next succeeding, and, except in the case of a vote on the final passage of a bill, by a member who voted in the majority. Such motion may be made under any order of business, but shall be considered only under the order of business in which the vote proposed to be reconsidered occurred. The motion to reconsider the vote on the final passage of any bill shall be privileged to any member.

A motion to recall a bill from the governor for correction may be made by or on behalf of the member who introduced the bill under any order of business, and the votes for consideration, amendment and final passage of such bill may be taken immediately upon its return.

A motion for reconsideration, being put and lost, shall not be renewed, nor shall any vote be a second time reconsidered without unanimous consent.

CHAPTER XI.

OF RESOLUTIONS.

RULE 53. The following classes of resolutions shall lie over one day for consideration, after which they may be called up, as of course, under their appropriate order of business.

1. All concurrent resolutions.
2. Resolutions containing calls for information on the executive department.
3. Resolutions giving rise to debate except such as relate to the disposition of matters immediately before the house, such as relate to the business of the day on which they are offered, and such as relate to adjournment or taking recess for a day.

RULE 54. All resolutions for printing extra copies of documents shall be referred to the committee on printing, who shall report on each resolution within seven days after such reference.

RULE 55. All other resolutions calling for or leading to expenditures for the uses of the legislature shall be referred to, and reported on by the committee on the expenditures of the house, unless the house shall designate some other committee.

CHAPTER XII.

OF THE PREVIOUS QUESTION.

RULE 56. The "previous question" shall be put as follows: "*Shall*

the main question now be put?” and, until it is decided, shall preclude all amendments or debate. When, on taking the previous question, the house shall decide that the main question shall not now be put, the main question shall be considered as still remaining under debate. The “main question” shall be on the passage of the bill, resolution or other matter under consideration; but when amendments are pending, the question shall first be taken upon such amendments in their order; and when amendments have been adopted in committee of the whole, and not acted on in the house, the question shall be taken upon such amendments in like order, and, if the previous question has been ordered, without further debate or amendment.

CHAPTER XIII.

OF THE ASSEMBLY CHAMBER AND THE PRIVILEGES OF ADMISSION TO THE FLOOR THEREOF.

RULE 57. The use of the assembly chamber may be granted to the State agricultural society, the State medical society, and such other societies as are required by law to report to the legislature. No application for the use of the chamber for any other purpose shall be entertained without the unanimous consent of the house.

RULE 58. The following classes of persons shall be entitled to admission to the floor of the house during the session thereof, viz.:

1. The governor and lieutenant-governor.
2. The members of the senate.
3. The State officers and their deputies.
4. The regents of the university.
5. The capitol commissioners.
6. Persons in the exercise of an official duty directly connected with the business of the house.
7. The reporters for the press as provided by subdivision seven of rule two. *See subdivision 7 of rule 2.*
8. Ex-speakers of the assembly.

No other person shall be admitted to the floor during the session, except upon the permission of the speaker or by a vote of the house; and persons so admitted shall be allowed to occupy places only in the seats in the rear of the assembly chamber. All permits granted by the speaker may be revoked by him at pleasure, or upon the order of the house.

CHAPTER XIV.

MISCELLANEOUS PROVISIONS.

RULE 59. In all cases of the absence of members during the session of the house, the members present may take such measures as they shall deem necessary to secure their presence, and may inflict such censure or pecuniary penalty as they may deem just on those who, on being called on for that purpose, shall render no sufficient excuse for their absence; but a call of the house shall not be had on the final passage of a bill after the third reading of such bill shall be completed.

RULE 60. When the house shall be equally divided on any question, including the speaker's vote, the question shall be deemed to be lost.

RULE 61. If any question contains several distinct propositions, it shall be divided by the chair at the request of any member, but a motion to strike out and insert shall be indivisible.

RULE 62. In all cases where a bill, order, motion or resolution shall be entered on the journal, the name of the member introducing or moving the same shall also be entered on the journal.

RULE 63. The yeas and nays may be taken on any question whenever so required by any ten members (unless a division by yeas and nays be already pending), and when so taken shall be entered on the journal.

RULE 64. It shall be the duty of the clerk to cause the journal of each day's proceedings of the house to be printed and laid on the table of members within two days after its approval, and the sergeant-at-arms shall cause the printed journals to be kept on files in the same manner as other printed documents.

RULE 65. No reporter for the assembly, who has an appointment as reporter in the senate, shall receive any order for stationery from the clerk of the assembly.

RULE 66. No standing rule or order of the house shall be changed, suspended or rescinded unless one day's notice shall have been given of the motion therefor, nor shall such change be made unless by a vote of the majority of all the members elected to the assembly; any such rule or order, however, may be suspended by unanimous consent. But such notice shall not be necessary on the last day of the session. The notice and motion shall in all cases state specifically the object of the suspension, and every case of suspension of a rule under such notice and motion shall be held to apply only to the object specified therein. Nor shall the forty-second rule, as far as it applies to any bill requiring a two-thirds vote, be altered, rescinded or suspended, unless two-thirds of all the members elected to the house agree to such alteration, rescinding or suspending. Notice of a motion to suspend a rule shall be given under the order of business in which the matter proposed to be advanced by the suspension shall stand.

RULE 67. The following committees shall each be entitled to one clerk to be appointed by the speaker :

Ways and means.

Judiciary.

Cities.

Railroads.

And there shall be appointed three general clerks to serve under direction of the clerk of the house upon the remaining committees.

RULE 68. No persons, except members of the legislature, and the officers thereof, shall be permitted within the clerk's desk, or the rooms set apart for the use of the clerk, during the session of the house.

RULE 69. Whenever any person shall be brought before the bar of the house, for adjudged breach of its privileges, no debate shall be in order, but the speaker shall proceed to execute the judgment of the house without delay or debate.

RULE 70. It shall be the duty of the stenographer of the assembly to be present at every session of the house. He shall take stenographic notes of the debates in the house and in committee of the whole ; and shall furnish a copy of the same, written out in long hand, to any member applying therefor, upon the payment to said stenographer of ten cents for each folio, which charge said stenographer may receive in addition to his fixed compensation. The stenographic notes of the debates shall be filed with the clerk, and shall form a portion of the archives of the house. The clerk of the assembly is authorized to furnish said stenographer with proper stenographic blank-books in which to record said debates, and not to exceed fifty dollars for any annual session of the legislature.

RULE 71. All questions of order, as they shall occur, with the decisions thereon, shall be entered in the journal, and at the close of the session, a statement of all such questions and decisions shall be printed at the close of and as an appendix to the journal.

RULE 72. Any member requesting to be excused from voting upon the final passage of a bill, or upon the passage of a resolution requiring the expenditure of money, may make, when his name is called, or immediately after the roll shall have been called, and before the result shall be announced, a brief statement of the reasons for making such request, not exceeding two minutes in time, and the house, without debate, shall decide if it will grant such request ; but nothing in this rule contained shall abridge the right of any member to record his vote on any question previous to the announcement of the result.

RULE 73. Amendments proposed by the senate and sent back to the house for concurrence shall be referred to the committee which reported the measure proposed to be amended, with power to report at any time.

RULE 74. On the third reading of a bill after the reading of the title and before the reading of the last words (subject to the operation of the previous question), the bill shall be open to debate on its merits, and amendments to the bill may be proposed either by motion to amend or by motion to commit to a standing committee with instructions to amend and report forthwith.

RULE 75. It shall be the duty of the sergeant-at-arms, at all times, not to allow any person to smoke in the assembly chamber. Subject to the direction of the speaker, he shall enforce the rules of the house.

RULE 76. On or before the fifth day of April, committees shall make final report upon matters referred to them prior to that day, unless further time is granted for cause.

RULE 77. The committee on revision shall examine and correct the bills which are referred to it for the purpose of avoiding repetitions and unconstitutional provisions, insuring accuracy in the text and references and consistency with the language of existing statutes ; provided, that any change in the sense or legal effect shall be reported as a recommendation and not as an amendment. Said committee may report any bills referred to them at any time, but shall report all bills so referred within two legislative days subsequent to such reference.

STATE OF NEW YORK.

No. 6.

IN ASSEMBLY,

JANUARY 4, 1887.

JOINT RULES

OF THE SENATE AND ASSEMBLY.

ADOPTED 1876.

RULE 1. Each house shall transmit to the other all papers in which any bill or resolution shall be founded.

RULE 2. When a bill or resolution which shall have passed in one house shall be rejected in the other, notice thereof shall be given to the house in which the same may have passed.

RULE 3. Messages from one house to the other shall be communicated by their clerks respectively, unless the house transmitting the message shall specially direct otherwise.

RULE 4. It shall be in the power of either house to amend any amendment made by the other to any bill or resolution.

RULE 5. In every case of difference between the two houses, upon any subject of legislation, either house may request a conference, and appoint a committee for that purpose, and the other shall also appoint a committee to confer. The committee shall meet at such hour and place as shall be *appointed* by the *chairman* of the committee on the part of the house requesting such conference. The conferees shall state to each other verbally, or in writing, as either shall choose, the reasons of their respective houses, and confer freely thereon. The committee shall report in *writing*, and shall be authorized to report such modifications or amendments as they think advisable. But no committee on conference shall consider or report on any matters except those directly at issue between the two houses. The papers shall be left with the conferees of the house assenting to such conference, and they shall present the report of the committee to their house. When such house shall have acted thereon, it shall transmit the same, and the papers relating thereto, to the other, with a message certifying its action thereon. Every report of a committee of conference shall be read through, in each house, before a vote is taken on the same.

RULE 6. It shall be in order for either house to recede from any subject-matter of difference subsisting between the two houses at any

time previous to conference, whether the papers on which such difference arose are before the house receding, formally or informally; and on such vote to recede the same number shall be required to constitute a quorum to act thereon, and to assent to such receding, as was required on the original question out of which the difference arose.

RULE 7. After each house shall have adhered to their disagreement, the bill which is the subject of difference shall be deemed lost, and shall not again be revived during the same session in either house.

RULE 8. All joint committees of the two houses, and all committees of conference, shall consist of three senators and five members of assembly, unless otherwise specially ordered by concurrent resolution.

RULE 9. No bill which shall have passed one house shall have its final reading in the other in less than two days thereafter, without the consent of two-thirds of the members thereof present; and whenever ten or more bills shall be in readiness for final reading in either house, such house shall forthwith proceed to the final reading of such bills, under the order of "third reading of bills," and continue the same from day to day until all such bills, then in readiness for final reading, shall have been read, unless this order of business shall, by the vote of two-thirds of the members present, be suspended or laid on the table. All such bills shall have their last reading in each house in the order in which the same shall have been ordered to a final reading in such house, unless the bill to be read be laid on the table. In all cases where a bill shall be so ordered to lie on the table, it shall retain its place in the order of the final reading of bills, but shall not be called up for consideration unless by a vote of a majority of the members present.

RULE 10. The same bill shall not, specially or by name, create, renew or continue more than one incorporation, nor contain any provisions in relation to the altering of more than one incorporation by name; but this rule shall not be construed to apply to corporations to be formed under general laws according to the eighth article of the Constitution, nor to bills for consolidating corporations. After any bill has been reported by a committee, no amendment shall be made thereto which introduces an entirely new and different subject-matter from the subject-matter of the bill reported.

RULE 11. Whenever there shall be an election of officers by the joint action of the two houses, the result shall be certified by the president of the senate and speaker of the assembly, and shall be reported by the presiding officer of each house to their respective houses, and be entered on the journals of each, and shall be communicated to the governor by the clerks of the two houses.

RULE 12. There shall be printed, of course, and without order, 639 copies of all original bills reported by committees of either house, and 800 copies of all messages from the governor (except messages certifying his approval of bills), all reports of standing or select committees, and all reports or communications made in pursuance of law, and 796 copies of the journal of each house, which number shall be denominated the usual number.

RULE 13. Neither house shall order the printing or purchasing of books for the use of members or for distribution, except by joint resolution, upon which the ayes and noes shall be called, and which must receive the votes of a majority of each house; and no printing shall be done by order of either house, which is not embraced in the con-

tract for doing the public printing. Whenever either house shall order more than the usual number of any message or document, the fact shall be communicated immediately by message to the other. Whenever extra copies of any document, or publication of any kind, shall be ordered printed, the printer shall be authorized and required to deliver to the trustees of the State library at least five copies in addition to the number so ordered, for the use of the said library; and whenever more than five hundred copies are so ordered, the printer shall in like manner furnish five additional copies for each five hundred, for the purpose of literary exchanges.

RULE 14. When the same document shall by separate orders be directed to be printed by both houses, it shall be regarded as but one order, unless otherwise expressly directed by either house.

RULE 15. In the distribution of documents, the governor and elective State officers, and State officers appointed by the governor and senate, or elected by joint or concurrent action of the two houses, adjutant-general and the clerks of the two houses shall each have the same number as each of the members; and a specified number may be added for any committee, officer or author of a document.

RULE 16. The superintendent of documents of each house shall receive from the printer all matter ordered by the respective houses, and shall keep a book and enter therein the time of reception by him of every such bill or document, and the number of copies received, and shall cause each and any of such bill or document to be immediately placed on the desks of the members.

RULE 17. There shall be printed six hundred and thirty-nine bills, and distributed as follows:

| | |
|----------------------------|-------------|
| To the Senate..... | 150 copies. |
| To the Assembly..... | 450 copies. |
| To the State officers..... | 30 copies. |
| To the State library..... | 1 copy. |
| Retained to bind | 9 copies. |

There shall be printed three hundred and ten messages and documents, and distributed as follows:

| | |
|----------------------------|-------------|
| To the Senate..... | 80 copies. |
| To the Assembly..... | 190 copies. |
| To the State officers..... | 30 copies. |
| To the State library..... | 1 copy. |

There shall be printed three hundred journals of each house, and distributed as follows:

| | |
|----------------------------|-------------|
| To the Senate..... | 80 copies. |
| To the Assembly..... | 190 copies. |
| To the State officers..... | 30 copies. |
| To the State library..... | 1 copies. |

There shall be printed to bind four hundred and ninety-six journals of each house, and the same number of messages and documents, and distributed as follows:

| | |
|----------------------------|-------------|
| For the Senate..... | 38 copies. |
| For the Assembly | 140 copies. |
| For Senate library..... | 3 copies. |
| For Assembly library | 5 copies. |

For the counties and public officers..... 123 copies.
 For literary and scientific exchanges, to be made by the
 regents of the university, including one copy for each
 State and territory, and one copy for each of the regents
 who are not otherwise provided for..... 107 copies.
 For State library 2 copies.

There shall also be printed and bound for the State library five copies of the Session Laws, and also of the journal of each house, and fifty-five copies of the same, for the regents of the university, for the purpose of literary exchanges.

The clerk of each house shall forthwith, after the journal thereof of each day is approved, deliver a legible copy thereof to the printer for the two houses, who shall have the same printed and delivered to the sergeant-at-arms of each house within forty-eight hours thereafter.

RULE 18. There shall be a standing committee, consisting of three members of the senate and five members of the assembly, to be called the joint committee on the State library and cabinet of natural history.

RULE 19. The supply bill and the annual appropriation bill shall be reported by the fifteenth day of March, and printed immediately thereafter, and made the special order for the twenty-fifth day of March, or some day prior thereto, immediately after the reading of the journal.

RULE 20. No bill introduced after the fifteenth day of March in either house shall have its final reading in either house until all bills previously introduced in either, and sent from one house to the other house for concurrence and ready for third reading, shall be disposed of, unless by unanimous consent, except the supply bill and the annual appropriation bill; and the clerk of each house shall note on such engrossed bill the day on which it was introduced, and the day on which it was received from the other house, and shall announce such facts when the same is proposed to be read a third time.

RULE 21. When a bill originated in the senate or assembly shall have been lost in either house, neither the same nor any other bill on the same subject, and containing similar provisions, shall be subsequently introduced into the senate or assembly during the same session, unless by unanimous consent.

RULE 22. The postmaster of each house shall weigh and stamp all documents sent by mail or express, and enter in a book to be kept by him for that purpose, the amount of postage or express charge thereon, and report to the clerk of the respective houses the aggregate thereof weekly; and the assistant postmaster of each house shall enter in a book to be kept by him for that purpose an accurate account of all documents, with the postage or express charges paid thereon, transmitted from the post-office of their respective houses by mail or express, and report the aggregate thereof weekly to the respective clerks of the senate and assembly; and the clerks of the senate and assembly shall, from time to time, furnish to the postmaster of each house, respectively, the stamps requisite for carrying into execution this rule, and an account thereof shall be kept by them in books to be by them provided for that purpose; and the books kept by the postmaster and assistant postmaster, above specified, shall be, at all times, open to the inspection of the clerks and members of each house respectively.

STATE OF NEW YORK.

No. 7.

IN ASSEMBLY,

JANUARY 4, 1887.

THIRTY-THIRD ANNUAL REPORT

OF THE

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION.

STATE OF NEW YORK:

DEPARTMENT OF PUBLIC INSTRUCTION, }
SUPERINTENDENT'S OFFICE, }
ALBANY, *January 4, 1887.* }

Hon. JAMES W. HUSTED,

Speaker of the Assembly:

SIR. — I herewith transmit to the Legislature the 'Thirty-third Annual Report of the State Superintendent of Public Instruction, and the documents accompanying the same. I am,

Yours, very respectfully,

A. S. DRAPER,

State Superintendent.

SUPERINTENDENT'S REPORT.

STATE OF NEW YORK :

DEPARTMENT OF PUBLIC INSTRUCTION, }
SUPERINTENDENT'S OFFICE, }
ALBANY, *January 4, 1887.* }

To the Legislature :

The tabulated statements herewith transmitted will furnish, in detail, the usual information in regard to the operations of the public school system for the school year ending August 20, 1886. The footings show the following general facts :

The aggregate amount of public moneys expended for the purposes of education, under the general supervision of this Department, was \$13,986,834.08. This includes the expenses of supervision, of Normal schools, teachers' institutes, Indian schools, institutions for the deaf and dumb and the blind, but not the annual payment to Cornell University, the expenses of the office of the Regents of the University, or the appropriations to academies and academic departments in union schools, apportioned through that office. Nor does it cover the cost of text-books which were almost wholly supplied by parents. The sum paid directly for common schools was \$13,284,986.64, of which sum \$7,878,597.30 was expended in the cities, and \$5,406,389.34 in the towns. The aggregate valuation of school-houses and sites was \$35,662,084 ; of this valuation \$23,508,511 was located in the cities, and \$12,153,573 in the towns. The average value of school-houses and sites in the cities was \$47,878.63, and in the towns \$1,052.80. There was paid for teachers' wages, \$9,102,268.77 ; for libraries, \$40,509.25 ; for apparatus, \$310,162.85 ; for new buildings, sites, repairs, etc., \$2,276,455.38. The total number of volumes in district libraries is 734,506. The number of school districts in the State, exclusive of cities, is 11,262. The number of teachers employed at any time during the year was 31,325, and the num-

ber employed for terms of 28 weeks or more was 22,240. Of the whole number of teachers employed, 5,952 were males and 25,373 were females. The average annual salary of teachers was \$701.31 in the cities, and \$261.66 in the towns. The number of children of school age (between 5 and 21 years) was 1,735,073. There are 132,303 more children of school age resident in the cities than in the towns of the State. The number who attended the public schools at some time during the year was 1,027,767. The average daily attendance was 625,813. The whole number instructed in the common schools, Normal schools, academies, colleges, private schools, law schools and medical schools, was 1,212,327. There are 11,940 public school-houses, of which 62 are log, 370 stone, 1,409 brick, and 10,099 frame. The average number of weeks' school taught, in the cities was 39.7, and in the towns 33.6 weeks.

Comparing the figures with those of former years, the following facts appear: In 1850 the total expenditure of public moneys for school purposes was, in round numbers, \$1,600,000; in 1860, it was \$3,700,000; in 1870, it was \$9,900,000; in 1880, it was \$10,300,000, and in 1886, it was \$13,900,000. The school population was 1,315,900 in 1860; 1,480,761 in 1870; 1,641,173 in 1880, and 1,735,073 in 1886. The average daily attendance of pupils was 484,705 in 1870; 573,089 in 1880, and 625,813 in 1886. The number of teachers employed for terms of 28 weeks or more has increased from 15,021, in 1860, to 17,437 in 1870; 20,597 in 1880, and 22,240 in 1886; the total number of teachers employed at any time during the year has remained about the same for the last ten years. These facts, taken together, indicate that teachers are being employed for longer terms than formerly. The amount paid for teachers' wages is greater than ever before by the sum of \$339,318.54. In 1870 the average salary paid teachers was \$372.58; in 1880, it was \$369.56; in 1886, \$409.27. The aggregate valuation of school property is greater than ever before by the sum of \$2,314,503. The actual expense of maintaining the common schools is, however, \$181,381.53 less than in the preceding year. The appropriation to common schools made by the Legislature in 1886 being \$500,000 larger than ever before, the allotments to districts will be correspondingly increased. The "district quota" for 1887 is \$76.08 as against \$66.12 in 1886, and \$44.94 in 1885.

In addition to the statistical information above referred to, very full written reports, evidently prepared with much care by the

school commissioners of the State, and superintendents of schools in the cities, are also herewith transmitted, and will be found in Exhibits No. 6, and No. 7.

Statistical tables showing: 1. Statement of State tax levied in 1881 and 1886; 2. Statement of school tax paid and school moneys received by each county; 3. Apportionment of school moneys; 4. Abstract of statistical reports of school commissioners; 5. Abstract of financial reports of school commissioners; 6. Investment of the capital of the common school fund; 7. Comparative statistical and financial statements for the years 1881 and 1886, are given in Exhibit No. 1; and in Exhibit No. 2 are shown comparative tables of general school statistics, and statements concerning the Common School Fund, the Free School Fund, and State school moneys received and apportioned.

ATTENDANCE OF PUPILS.

From the data in our possession, it seems that *fifty-nine* per cent of the school population attended the public schools at some time during the year; in 1880, it was *sixty-two* per cent, and in 1870, it was *sixty-nine* per cent. The average attendance, taking the entire year together, was *thirty-six* per cent of the children of school age; in 1880, it was *thirty-five* per cent, and in 1870, *thirty-two* per cent. The average time each child attended school during the last year was *twenty-two and one-tenth* weeks; in 1880, it was *twenty and four-tenths* weeks, and in 1870 it was *seventeen and six-tenths* weeks. From these figures, it is apparent that while the children who do attend the schools come with greater regularity than formerly, still the whole number who attend the schools for some period of the year in proportion to the whole number of school age has been growing smaller since 1870, notwithstanding the "Compulsory Education Act" enacted in 1874.

The figures showing the percentage of school population which actually attends the schools will be misleading and indicate the non-attending class to be larger than it really is, unless it be borne in mind that the private schools and academies are not taken into account, and that the "school age" is made to cover a period commencing before most children are sent to school and extending several years beyond the time when most have commenced work. The number in the public schools and the private schools and academies at some time during the year was *sixty-eight* per cent of the school population.

It is believed that these figures are reliable with perhaps this exception. There has been no census since 1880, and the number of children of "school age" reported since that time has, undoubtedly, in some cases, been estimated. The estimates cannot, however, be far out of the way. Again, it would be strange if many of the private schools had not failed of being reported by local school officers. This suggests the propriety of a law requiring all such schools to report the facts in relation to their attendance to this Department, in order that the State may be in possession of information essential to intelligent legislation in reference to popular education.

The fact that the aggregate attendance upon the common schools has not increased in proportion to the advance in population is a startling one and claims the attention of the Legislature. It may as well be said, not only that the "Compulsory Education Act" has not been effectual, but that it is altogether doubtful if, in its present shape, it is capable of being made so. School trustees elected to supervise the schools, and serving without any compensation, naturally object to being turned into constables and police officers for the purpose of apprehending delinquent children or the children of delinquent parents. Moreover, the schools are full. In most of the cities, the accommodations are taxed to the utmost. Any effectual execution of the law would at once create the necessity for additional buildings in every city of the State. But, notwithstanding these considerations, the problem cannot safely be treated with indifference by the State.

There are two classes of children whom it is difficult to bring into or keep in the schools: the first consists of truants, such as are sent to school by parents, but will not stay there. The other, and much larger class, is comprised of children of parents who have no care about their education. If we are to believe the word of other States which have preceded us in grappling with the problem here presented, a State reform school, to which the most flagrant cases might be sent, would have a wholesome moral influence upon the greater number of the first class above spoken of, and a system of free text-books would materially lessen the number of absentees consequent upon the indifference of parents. The Legislature once passed a bill providing for a State reform school for truant children, which failed to become a law because of the objections of the Governor. There is apparently even more reason for the measure now than then. The experience of localities in our own State seems to

show that the expense involved in a system of free text-books is not so great as would be supposed. There is reason to believe that it may be made an important agent for bringing into the schools a class of children whose only education is now obtained in the school of the street.

NORMAL WORK.

There are nine Normal schools in the State, employing 128 teachers with a total enrollment in all departments of 5,608. The enrollment in the Normal departments was 2,778. The number of graduates in the Normal departments was 364. There was paid from the Free School Fund for the maintenance of these schools for the fiscal year ending September 30, 1886, the sum of \$158,639.81, and there was paid from the General Fund, for additions and improvements to buildings, the sum of \$95,182.09. The tuition fees received in the several schools from pupils in the academic and practice departments amounted to the sum of \$11,109.80.

The new Normal school at New Paltz commenced operations in February last. The present enrollment in the Normal, academic and practice departments is one hundred and fifty-two. The only change of importance in the faculties of the older schools was at Buffalo, where Dr. James M. Cassety, who for many years was a teacher in the Normal School at Fredonia and afterward principal of the Normal School at Cortland and of the Albany Academy, has been appointed principal in place of Professor H. B. Buckham, who resigned in June last. The addition to the building at Potsdam has been completed and adds greatly to the utility of the structure. Indeed, the Potsdam building is now among the best in the system. The addition at Geneseo is in progress. The Buffalo building, which had been somewhat neglected, has been very fully repaired, and important repairs have also been made at Oswego and Cortland.

It may very properly be said that the Normal schools of the State are, without exception, in good hands, and are turning out very excellent work. They are strong institutions and are growing stronger. Their graduates, almost uniformly, give satisfaction as teachers, and the demand for them is increasing. The work which these schools are doing ought in some way to be multiplied. It has come to be commonly accepted by educators, that a special course of training in methods and practice, in addition to a fair general education, is essential to the equipment of a good teacher. The Normal schools, as

now operated, do not fill one in ten of the vacancies occurring in the ranks of the 30,000 common school teachers of the State. The system of teachers' training classes in high schools and academies is doing something to meet the needs of the service in some of the cities and villages, where those classes have the advantages of actual practice as well as of instruction in methods, but in the greater part of the State, outside of these favored localities, the need of well trained teachers is not properly met.

It is doubtful if we shall ever be able to meet this want, but that fact should not deter us from doing what we can to meet it. The Normal schools might spend less time with foundation work, than they are now doing. If they should receive no pupils but such as are fairly educated, and should confine their labors to special training in methods and practice, they would accomplish larger results. If this position cannot be taken at once, it at least should be determined upon and worked up to as rapidly as circumstances will permit. The standard of admission to the Normal schools should be advanced, and the graduates of responsible institutions of learning who may desire to fit themselves for teachers, should be encouraged to come to our Normal schools for short courses of professional training. Having this in view, it is respectfully recommended that section 5 of chapter 466 of the Laws of 1866, which requires that *all* candidates for admission to the Normal schools, be required to pass an entrance examination, be so amended as to provide for the admission of the graduates of other institutions upon such evidences of proficiency as may be determined upon by the Superintendent and the local Normal school boards.

It is unfortunate that so many of our Normal schools have been established through a partnership arrangement between the State and the localities where they are situated. The people who taxed themselves for sums ranging from \$30,000 to \$100,000 to erect and equip the buildings which they gave to the State, upon the condition that there should be established a Normal school in their midst, have claims upon these schools, but these local claims are often in conflict with the general educational interests of the State. This is precisely what was to have been expected, and there is little ground for criticising the interested localities. In consequence of the arrangement, however, our Normal school system lacks unity of organization, purpose and effort, and fails to take its appropriate place and fill its full measure of usefulness in the educational work of the State.

What is needed is substantial uniformity. The schools should be as nearly alike as practicable. The terms of school, the conditions of admission, the courses of study, the division of the work among teachers, the methods taught, the practice work employed, and the qualifications for graduation should be substantially the same in all the schools. Any obligations to localities, either expressed or implied, into which the State has ever entered, should be fulfilled in letter and in spirit so long as the present arrangement continues, but farther than this, the State should decline to go. It certainly should not receive pupils from outside the community which has claims upon the institution, unless they take upon themselves an obligation to teach in our common schools, for thereby it depresses and discourages the common schools and the academies in other localities. The State should treat all localities alike so far as it is possible to do so.

The necessity for some Normal instruction among the large class of young persons who have taught but little or desire to commence, but cannot afford the time or expense involved in a two years' course in a Normal school, is very great. It is difficult to know how to meet this demand. Perhaps it might be done by holding a Normal institute lasting from four to eight weeks in any county where a suitable number of such persons might indicate their desire for it. It is estimated that from 3,000 to 4,000 teachers in our common schools drop out every year, and their places are supplied by as many more without previous experience, nine-tenths of whom have no adequate preparation for the responsible work which they are taking up. The necessity of taking steps which will at least show them how little they do know and give them some realization of the need of better preparation, and then start them in the way of securing it, is pressing. In the work of preparing teachers for the public schools we are spending too much money upon too few persons. In some way, or in all ways possible, we must spread out more and reach more persons. Measures having this in view cannot be much longer delayed.

Reports of local boards, reports of principals and statistical tables relating to Normal schools, will be found under Exhibit No. 3.

TEACHERS' INSTITUTES.

For more than forty years it has been customary to assemble the teachers in institutes for instruction in methods of work. These institutes have usually been held for the teachers of an entire county, and

have continued two weeks, or they have been held upon two different occasions in the same year, continuing a week at each. Objections to the institutes have always been numerous, but since the legislation of 1885, providing that the schools shall be closed during the time an institute is in progress, the objections have been very outspoken, particularly on the part of the union free schools, with advanced departments. It is believed that there has been considerable reason for these objections. The schools have been broken up by the institutes, and this has necessarily affected the largest and advanced schools more than the others. The institutes have been too large for effectual work; the instruction has sometimes been poorly adapted to the wants of the teachers in attendance; the time has been occupied altogether by conductors sent out by the State Department, to the exclusion of local teachers who would have been glad of an opportunity to say something; the same ground has been too frequently covered and there has been too much repetition; it has been impossible to satisfy all by instructing in the primary and advanced grades at the same time. These things, which have been said, must be conceded to be true, in part at least. It is my firm belief, however, that more than half of the troubles have come of the fact that the teachers have attended but a portion of the time and have come in late and gone out whenever inclined, thus producing disorganization and demoralization, as well as because of the lack of fixed rules for guidance, and a definite and previously announced plan of operations.

Notwithstanding the difficulties in the way, the institute work is a vastly important one. No other plan has been suggested for keeping the great body of teachers up to the front in methods of instruction. This plan must be followed until another, which promises better results, is proposed. It must not only be followed, but it must be brought to the highest state of perfection possible.

It has been urged that the teachers of union free schools, or a portion of them, should be excused from attendance upon the institutes, but these very generally are the best educated, the most interested and the most experienced and progressive teachers, whose very presence is a potent help. It will be impossible to make the institutes effective if such teachers are to be eliminated from them.

It is believed that something will have been accomplished if the plan of operations can be so modified as to cover the following points:

1. Change from county to district institutes, so that the number in

attendance will be smaller, and make the institute a teachers' school rather than a mass meeting.

2. Insist that every school in the district shall be closed while an institute is in progress ; stop trustees from resorting to subterfuges to avoid paying teachers' wages while in attendance, and then require that all teachers attend as promptly and regularly as they attend to their school duties while teaching. Let it be understood that careless and irresponsible conduct on the part of teachers at institutes will be sufficient ground for revoking licenses to teach.

3. Make a programme of work in advance. Adapt it so far as possible to the needs of the particular district, and distribute to teachers two weeks before the institute. Map out different work for the next institute.

4. Supply the best and most practical instruction possible ; secure leading local teachers to furnish a part of it ; afford opportunities for all to make suggestions or ask questions.

5. Bring the Normal school faculties into active co-operation in institute work, thereby securing their invaluable aid and leading them to a fuller appreciation of the needs of the system.

6. Hold but one institute in a district during the year, and only after consultation with the principals of the advanced schools and at a time which will interfere as little as possible with their work.

The Department has been endeavoring to carry the greater part of these suggestions into the institutes held since the summer vacations, and it is confidently believed that the work done has been more acceptable, and that many of the objections have been removed. It has been urged, but not made obligatory as yet, that institutes be held for each commissioner district instead of for entire counties. The schools have been required to close and teachers to attend. Local teachers have been induced to supply exercises or make suggestions or ask questions. The Normal principals have responded to a request for their help very generously, and with the greatest acceptability. It is the intention to go on in the direction indicated, in the confidence that institutes marked by a more orderly and effective organization, will do better work and prove more acceptable to all concerned.

Tables giving detailed statistical information concerning institute work are given in Exhibit No. 5. These tables show that 77 institutes have been held during the past year, at which about 17,500 teachers have been registered. Institutes have been held in every county of the State with the exceptions of New York and Hamilton.

THE LICENSING OF TEACHERS.

Of the 31,325 teachers employed in the common schools of the State at some time during the past year, 805 held certificates issued by the State Superintendent, 1,260 were Normal graduates, and 29,260 were licensed by local officers, school commissioners or boards of education operating under special acts. The system by which more than 93 per cent of our teachers are licensed, is attended with a multitude of evils. There is no disposition to pass indiscriminate criticism upon the school commissioners or city boards. Some deserve criticism; many more are doing the best they can in the face of much opposition. It is to be expected, however, that among so many different men there will be wide differences in character, in ability to resist appeals to sympathy, in education, in their ideas as to needed qualifications for teaching, and in their desires to uplift the school system and promote the interests of education. It is to be expected that their acts will be influenced by these different considerations, and they are so influenced. Very often certificates are issued without any examination whatever, and where examinations are held there is no uniformity and no common standard of requirement. A candidate may apply for a license in one place and be rejected, and apply in a neighboring place and be accepted. There is reason to believe that the power to grant certificates is frequently abused and perhaps at times used corruptly. Whether this is so or not, there is very little to encourage and sustain local officers in withholding certificates and raising the standard of qualifications. The one who undertakes it very often starts a personal antagonism which, at the next election, displaces him. In consequence of this, many persons receive certificates who have no qualification for teaching. But this is not all. It is discouraging to those who have qualifications. Indiscriminate licensing produces more teachers than are needed; and so long as this continues, and so long as trustees will employ the teacher who works for the least money, incapacity and inefficiency will have the advantage. It is not necessary and, therefore, not advisable that the State shall hold in her own hand the sole and absolute right to say who *shall* be permitted to teach in her schools, but experience is unquestionably showing the necessity of reserving to herself the right to say who shall *not* be permitted to do so. It is not only unjust to good teachers to compel them to compete with poor ones, but it will not be possible for the school system to make any substantial advance until this matter receives vigorous attention.

It is recommended that the present system of granting licenses be stopped at once ; that simultaneous examinations be held throughout the State, perhaps twice in each year, by city superintendents and school commissioners upon uniform question papers prepared by this Department ; that the local school authorities hold any additional examinations which they may desire for the purpose of testing the moral qualities or practical capabilities of the candidates, and that they have a right to reject candidates for any cause they may think sufficient ; that the examination papers of such candidates as may be approved by the local officers be forwarded to the Department for examination, and that certificates of various grades be issued to such of them as have passed the required standards. Each certificate should indicate the standing of the holder and should grant privileges according to qualifications, and the system should be so arranged as to make it possible and desirable for persons in one grade to rise to the next one above. Certificates now in force should be allowed to run out as they will. This will prevent injustice to individuals and embarrassment to the service. If the uniform examination standards are put low at first and gradually raised in succeeding years, it will not be long before there will be an appreciable difference in the quality of work throughout the State, and a teacher's certificate in New York will become of some credit and of some consequence to the holder.

This plan, which is considered of vital importance to the school interests of the State, cannot be put into operation except by legislation. The minor details of the plan cannot well be enacted into a statute, for the reason that experience will undoubtedly indicate the necessity of modifications ; but legislation is asked which will cover the general features of the suggestions here made, and will confer authority to make this departure from the existing unfortunate condition of things. Whatever else is overlooked, it is very earnestly urged that this subject may have early and careful attention.

LIFE CERTIFICATES.

It has been customary for several years to hold in June examinations of candidates for State certificates at the cities of New York, Albany, Binghamton, Watertown and Rochester. These examinations are intentionally very severe, and the standard of requirement is placed very high. Twenty-four different studies are covered. None but teachers of at least two years' experience are eligible. The

successful candidates gain the Superintendent's certificate licensing them to teach in any public school of the State during life. The number undertaking these examinations is continually increasing. In 1883 there were 63 candidates, and 19 passed. In 1884 there were 71 candidates, and 22 passed. In 1885 there were 111 candidates, of whom 21 were successful, and in 1886 there were 125 candidates, and 33 gained the certificate. This life certificate is being accepted by many of the school authorities of other States as ample proof of the qualifications of the holder. It is the highest honor which the State Superintendent can bestow upon a New York teacher. It is continually held up to stimulate ambition. Many have striven for it, and many more contemplate doing so. Indications now point to very much larger classes this year than ever before. It is believed that it will better meet the convenience of teachers who desire to try this examination, if it is held in the latter part of August rather than in June, and it is recommended that the appropriation be so increased as to enable the holding of examinations at a larger number of points, so as to avoid the necessity of so much trouble and expense on the part of candidates.

Statistics concerning State examinations held will be found under Exhibit No. 8.

TEACHERS' WAGES.

Teachers are usually very well paid in the cities and larger villages, but in the smaller places and the outlying districts their pay is very meagre. What is even worse than its smallness, is the uncertainty of the time of payment. Although the law provides a way for raising the money with which to pay teachers' wages without the vote of a district meeting, still, the method provided is rarely employed, and it is undoubtedly the rule rather than the exception in the rural districts, that such wages are not paid for many months after they are earned. Many districts depend altogether upon the public school moneys for the payment of their teachers, and these moneys do not come into the hands of the supervisors until the month of April in each year, and too often they are held after that, for a long time, without being applied as they should be. The objections, or the needs of a poor school teacher are not considered of much consequence. Very frequently the trustee gives the teacher an order upon the supervisor for her wages, which she is forced to have cashed at a disgraceful discount in order to meet her living expenses. Nor is this all. Young teachers are not accustomed to

doing business. Trustees too often drive hard bargains. The agreement between the trustee and teacher is commonly very indefinite in its terms and is a matter of memory only, about which the parties usually disagree. These things so frequently injure the school system and are the cause of so much injustice and wrong, that some action in the premises seems advisable: If the Legislature would provide by statute that contracts between trustees and teachers shall be reduced to writing, in which the length of the term of employment, the amount of the wages to be paid and the time of payment shall be specifically set forth, and also that teachers' wages shall be due and payable at least at the end of every month of the term of employment, it is believed that something will have been done to avoid much controversy and to prevent imposition upon a class of persons usually very worthy and deserving, but who cannot combine together and come to the Legislature themselves for redress.

BRANCHES OF STUDY.

Few things are of more importance to the State than what is taught in the schools. The Legislature has never given any general directions upon the subject, however. In what is known as the "Compulsory Education Act," chapter 421, Laws of 1874, it is provided that those "who have the care of children shall instruct them, or cause them to be instructed, in spelling, reading, writing, English grammar, geography and arithmetic." But this requirement was applicable to children *not* in the schools; it was not a direction to school officers. In 1875, by chapter 322, it was provided that industrial or free hand drawing should be taught in the Normal schools, in at least one department of the schools in cities, and in the schools of each union free school district incorporated by special act of the Legislature. In 1884, by chapter 30, the local school authorities were required to make provision for instructing all pupils in physiology and hygiene, with special reference to the effects of alcoholic drinks, stimulants and narcotics upon the human system. These constitute all the directions which the law-making power has ever given upon this most important subject.

Beyond this it is left to boards of education, trustees and teachers to determine what branches shall be taught. The result is that in the cities, where the scene is such a changing one, where our modern genius for discovery and invention has wrought such mighty changes and so sharpened the desire for still other changes, the tendency to

introduce branches of little practical value, or of value only as ornamental accomplishments at the most, is seemingly irresistible. So also is the disposition to allow the higher grades to absorb the best teachers. These innovations are, correspondingly, against the old fundamental branches, the thorough mastery of which is a necessary foundation for all substantial education, and they operate to the disadvantage of the masses of pupils who can be in school but a few years. In consequence, such pupils as have the desire and can be afforded the time to go through the high schools, acquire a fair general education, sufficient to enable the boys to determine, with some degree of confidence, what class of business, not involving the necessity of manual labor, they had better undertake, and enables the girls to prepare for teaching or to effect an advantageous matrimonial alliance. In too many localities it happens, on the other hand, that such pupils as leave the schools while in the common grades, undoubtedly ninety per cent of all, are no better fitted for the practical affairs of life than in the earlier days, and it is doubted if they are as well. Mental arithmetic, to the drill in which many a man owes his success in life, is now but little taught. Many pupils are poor spellers, for they have been taught no rules and given but little practice. They are frequently slovenly writers, for they have not been required to follow copies. The recent theory is that proficiency in spelling and penmanship will be acquired by practice, which will come naturally; that there is no need of learning to spell words until one comes to use them, and that when that time comes the knowledge of how to spell them will come necessarily and easily; that about all exercises should be performed in writing, and that this will produce expertness in penmanship. The theory is specious, but the results of it are not gratifying. Other things, the outgrowth of too much theorizing and of the tendency to take up new things only because they are new, and to let go of old things only because they are old, and of the disposition to pay more attention to the advanced than the lower grades, might be mentioned. Suffice it to say, the general outcome of the present system of instruction in the common grades of many of the city schools is believed to be not as advantageous to the masses of pupils as is desirable, or as the State has a right to expect.

In the ordinary schools of the rural districts effective results are very much impaired by reason of the frequent changes in trustees and teachers, the short terms of school, and the fact that there is very

little classification of pupils or uniformity of text-books, and generally no course of study, no incentives to effort, and no fixed and orderly plan of operations.

None but the fundamental branches should be taught in the lower grades of schools, but no pains should be spared to teach these with all thoroughness. Care should be taken that the earliest years in school should be the most effective ones, so that at whatever age the pupil may be obliged to leave he may be certain of having acquired something which will remain with him through life.

Then it should be borne in mind that the greater number cannot profitably seek entrance into the professions or engage in mercantile enterprises. They can more profitably take up manual industries, and there would seem every reason why the public should do for this class what it is doing for the other through the high schools and colleges.

The subject of industrial education, the education of the hand as well as the head, is attracting very general attention in this country as it has in Europe for many years. Indeed, so many times has the undertaking been entered upon and with such gratifying results, and so much has been said and written upon the subject, it may be said that manual training, as a part of public educational work, has passed beyond the experimental stage and is an established fact in many localities. It is a subject for consideration, and about which there will probably be differences of opinion, whether it is better to introduce manual training into the schools as they now exist or to set up separate institutions for it where those can go who specially desire it as those who desire the benefits of the high school, do now. Whether the State itself should directly engage in the undertaking may also well be doubted. But that the State could appropriately hold out some extra encouragement and inducement to any locality which will set up an industrial training school, for both boys and girls, there can be no question, for thereby it will best educate its youth to the most practical affairs. While not undertaking to fully prepare its children for any particular trade or employment any more than it does in the high schools, it will enable them to decide intelligently for themselves what avocations will be best suited for them; it will educate them to thrift; it will add to the general comfort and convenience of the people, and it will be doing something substantial toward dignifying hand labor, and making it, in the feelings and sensibilities of the people, honorable.

Without doubting the soundness or the expediency of the policy, now well established, of sustaining higher institutions of learning by general tax, believing that they afford no more facilities than a government, upon the plan of ours, should hold out to whomsoever will come and profit by them, and that they return to the public all they cost, it is at the same time suggested that in recent years they have largely absorbed public attention, and that the great number of pupils who never reach these institutions now claim the serious consideration of the Legislature and of all interested in the well-being of the masses of our people.

AMERICAN MUSEUM OF NATURAL HISTORY.

Pursuant to the provisions of chapter 428 of the Laws of 1886, an agreement was entered into in June last with the American Museum of Natural History, located at Eighth avenue and Seventy-seventh street in the city of New York, for supplying to teachers in the public schools of New York and Brooklyn, and to the Normal college in the city of New York, the Teachers' Training School in Brooklyn and to all the Normal schools in the State, courses of instruction illustrated by the stereopticon process, on human and comparative anatomy, physiology, zoology, physical geography and other subjects. A copy of such agreement, together with the report of Dr. Albert S. Bickmore, the professor in charge of the work, is herewith submitted, marked Exhibit No. 4.

The method of procedure is as follows: Each of the institutions named is visited by the professor in charge of the work and supplied with full sets of the apparatus and slides used in producing the views, and the science teachers in each institution are instructed by him in the proper use of the same. Many slides have been selected in Europe by Dr. Bickmore in person, during the last summer, and are probably the best which have ever been produced, while many have been prepared from photographic views taken under his immediate supervision, in different parts of our own country. The lectures are first delivered at the museum to the public school teachers of New York and Brooklyn, who are admitted by tickets, equitably distributed among them by the boards of education of those cities. The lectures are stenographically reported, and then distributed to the different institutions for their use. Whenever a break or failure in the apparatus occurs, it is at once made perfect by the museum.

The system is new but is undoubtedly destined to have an important part in future educational work. The course of lectures in progress is eminently attractive and practical, and teachers and those preparing to teach are thus being given the advantages of foreign travel and opportunities for scientific research which they could obtain in no other way.

The need of a much larger lecture hall at the Museum is sorely felt. If it is provided, the information now being supplied to teachers can be extended to mechanics, artisans, and others, as is contemplated by the second section of the law under which we are proceeding. Much of it would be of peculiar interest to this class of our city population. Such lectures as the four upon the "Food Fishes," and those upon "Coal and Petroleum," "Iron and Lead," "Tea and Coffee," "Indian Corn and Tobacco," "Wheat and Rice," "Sugar and Salt," and many others would prove of great value to them. The city of New York ought to provide accommodations for carrying on this work and very likely will. Steps are being taken to bring this about, which give considerable promise of success.

SCHOOL LAWS.

The laws governing the school system are badly mixed. Twenty-three years ago all such laws were brought together in one act of the Legislature (Chapter 555 of the Laws of 1864), which is commonly known as the "Consolidated School Act." Since then more than one hundred different sections and subdivisions of this act have been amended, in some instances many times, and laws, altogether independent of the Consolidated School Act, have been enacted in large numbers. Because of so many changes the language of the statutes is frequently complicated and difficult of construction, and the task of harmonizing the different provisions is not an easy one. Old publications of these laws are in use throughout the State, and continually confuse and mislead the people. A revision of all the general school laws was made and published during the last year, but the edition was so small, for want of a sufficient appropriation, as to be altogether inadequate for general distribution. It is urged that appropriations be made from time to time of sufficient sums to enable the Department to publish a revision annually, and to supply the same freely to all who may need it.

The Code of Public Instruction, so called, a volume of over 800 pages, covering the general and special laws, decisions of the Super-

intendent and of the courts upon controverted points, together with advice and suggestions to officers and teachers, and with blank forms for their guidance, was published by the State in 1868 and distributed to each school district. One revision of this volume has since been made by private enterprise, and is now in quite common use. No revision has been made since 1879, but one is now in progress which will likely be put on sale by the publishers, during the coming year.

The decisions of this Department for the last eight years, even the most important of them, are nowhere in print. Although they are final and controlling upon the entire school system of the State, there is no means of knowing what they are. Being only in manuscript volumes, without digest or subject indexes, they are practically inaccessible to the Superintendent himself, and consistency is almost impossible. With a view to remedying the difficulty, the practice is now commenced of transmitting to the Legislature such decisions as are believed to establish new principles, and those of the present Superintendent to date, will be found in Exhibit No. 16, herewith submitted.

A new edition of the Code of Public Instruction, covering and revising all statutes and decisions to date, followed by an annual revision, and a free distribution of such statutes as are of general application, together with the publication of the important decisions of the Superintendent in connection with the annual report of the Department, would seem to be a way for making a system of school laws with more of harmony, consistency and completeness about it, as well as of making that system more accessible and intelligible to the public.

BUILDINGS.

The estimated valuation of our school-houses and grounds is \$35,662,084. The expenditures for school-houses, sites, fences, furniture, etc., during the last year was \$2,276,455.38. Elevation views and floor plans of five buildings erected during the year are herewith transmitted. Two are high school buildings, at Newburgh and Seneca Falls; the third is a grammar school building in the city of Albany; the fourth is a union free school building at Richfield Springs, and the fifth is an ordinary district school building in the village of Shortsville, Ontario county. These are selected as being among the best of their respective classes. Unquestionably, the general character and condition of our school property is better than formerly. The buildings in the cities and villages are generally

very good, but there are still in the rural districts a very large number of buildings entirely unfit for the uses to which they are put. It seems, very commonly, impossible to get rid of such buildings, no matter how disgraceful they may become. The law now provides for their condemnation by the concurrent action of the school commissioner and supervisor of the town in which the unfit building is located. Experience has shown that the supervisor is rarely willing to condemn. The duty is a distasteful one, and he feels that it is foreign to the functions of his office, and ought not to be placed upon him. The consequence is, that it most frequently happens that the statute, which was intended to provide for the destruction of an old hut which is being used for school purposes, is its surest protection. It is respectfully recommended that the law be so amended as to permit the power of condemnation by the school commissioner alone, subject to appeal to the State Department. If it be said that it is a large power to give to one man, let it be remembered that there is far greater likelihood that it will not be used enough, than that it will be exercised too much.

In some cases people send their children to school in wretched houses, because the district is very small and very poor. In such cases the district should be annulled. Children may better walk farther to attend a good school than attend a miserable one close at home. But, more commonly, the trouble is because of indifference, and for the want of some one to agitate the subject, and show the people what they ought to do, as well as just how to do it. Very frequently when houses are erected the money is not expended to the best advantage. Many houses are erected regardless of modern ideas, such matters as architectural effect, lateral lights, heating, ventilating and suitable out-house accommodations being entirely ignored.

It is believed that it would encourage the erection of new buildings, and, at the same time, secure better buildings when new ones are erected, if this Department had for free distribution a pamphlet containing architect's plans and specifications for perhaps six buildings, to cost respectively, \$600, \$900, \$1,200, \$2,000, \$5,000 and \$10,000, together with directions in relation to the important details, and blank forms for builders' contracts, etc. There is very frequent call for such help, and it would seem eminently proper for the State to supply it. The best plans might be obtained by offering prizes for them, and selection might be made through a commission appointed for the purpose. The cost would be small.

It is confidently believed that the results would be great. If the Legislature shall think well enough of this proposition to make the needed appropriation, the Department will have much satisfaction in carrying the suggestions into effect.

HEALTH AND DECENCY.

The location, manner of construction and general condition of out-buildings in the smaller villages and outlying districts is frequently a disgrace to our civilization. The subject is an old one; it is not necessary to re-state facts which are well known, or to argue what will be universally conceded. We have talked long enough; we had better correct these evils or admit that they are impossible of correction.

Two things are necessary: *first*, to determine what requirements are of sufficient importance to be insisted upon; and *second*, to devise a penalty which will be severe enough and easy enough of application to compel the doing of what ought to be done. With a view to a determination of what evils are of such essential importance as to call for the application of extreme measures, the advice of the State Board of Health has recently been asked. The correspondence is submitted and marked Exhibit No. 10.

It is well to accomplish what is undertaken; all of the very excellent suggestions of the Board of Health can, and undoubtedly should, be complied with when new buildings are being erected. But to require that the present buildings shall be reconstructed so as to comply with the suggestions in relation to location, capacity, light, heat and ventilation seems impracticable. It is believed, however, that we can properly make a good start by declaring that each school-house in the State shall be provided with water-closets, or out-buildings, for each sex, entirely separate from each other and having entirely separate means of access; that these shall be outside of the building unless the neighborhood be supplied with running water sufficient to keep them from becoming foul; that when these are situated outside of the building they shall be at least fifty feet from, and be connected with it by a covered walk; that privy vaults shall be abolished; that boxes and buckets shall be placed under the seats and earth or ashes provided as a deodorant, and that the whole shall be thoroughly cleaned as often as once a week.

If the Legislature will declare by statute that these things are essential and will be required, and will then direct this Department

to withhold public moneys from any district which fails to comply with the requirements by the beginning of the school year in 1887, it is believed that something effective will have been done to abate the most offensive nuisances of our day, to protect the health of our children and to teach them neatness and decency rather than filth and shame.

CORNELL UNIVERSITY AND THE FREE SCHOLARSHIPS.

Cornell University has come to be a mighty educational institution. The public lands, the right to which New York State acquired, under the provisions of the National Land Grant Act of 1862, and transferred to the university, have been so wisely located, the generosity of Mr. Cornell and other wealthy friends of the enterprise has been so munificent, and the business management has been so prudent and discreet that there now seems to be very little likelihood of the university ever suffering for want of means. The administration of President Adams is proving eminently successful and acceptable. The equipment, long since a very ample one, is continually growing stronger and more substantial, and the attendance, always large, is constantly on the increase. It is safe and proper to say that Cornell in the size and quality of its buildings, in all its appointments, in the strength of its faculty and the substantial character of its work, as well as in its broad and progressive views and its high aspirations, ranks with the first of American universities and gives promise of large, enduring and increasing usefulness.

A living connection should exist between this great institution and the State school system. Its advantages should go, not only to those who are able to pay for them, but to such as give promise of making the best use of them. The fact that it owes its existence and subsistence very largely to the proceeds of the public lands given by Congress for the purposes of general education and the frequently expressed intentions of those who have given it so largely of their wealth and whose wise forethought has done so much to place it where it now is, all go to sustain this proposition. That the Legislature so understood and contemplated, is plainly to be seen in the provisions of the law establishing the university (section 9, chapter 585, Laws of 1865), wherein it is required that it shall receive, free of tuition, annually one student from each Assembly district, and that these free scholarships shall "be accorded to said students in consider-

ation of their superior ability and as a reward for superior scholarships in the academies and public schools of the State."

There can be no question but that this was the obligation placed upon and accepted by the university in consideration of its being given the public lands voted by Congress to this State, for educational uses. The great opportunities here offered should be made of substantial and continuous advantage to the common schools of the State.

As a matter of fact, the free scholarships during the last ten years have not been, upon the average, more than one-third filled. This has been very likely because these opportunities have not been held up to the children of the State as prizes to be striven for; because of lack of information in relation to the matter; because no steps have been taken to bring and keep the subject before the people; because of lack of a definite and simple method of awarding the scholarships and, more particularly than any thing else, because no responsible authority, on the part of the State, has been charged with the duty of seeing that the provisions of the law were carried out. Whatever is the reason of this failure to occupy these scholarships, the fact that they are not occupied is an unfortunate one. They should be filled, every one of them; they should be constantly held up before the public schools of the State to stimulate the efforts of pupils, to cultivate an interest in and a desire for liberal education and to reward those who, by earnestness of endeavor and natural attainments, show themselves deserving of the aid which such enlarged opportunities will bring to them.

The passage of chapter 614 of the Laws of 1886 shows that the attention of the Legislature has been recently drawn to this matter, but experience has already shown that the modifications of the original law, contained in that act, will not be effectual in bringing about the desired result. I think the matter should receive still further consideration, and it is respectfully recommended that a plan containing at least the following features be adopted and put in operation :

1. Confer the scholarships by competitive examination upon none but pupils of at least one year's standing, immediately prior to the examination, in the public schools and academies of the State.

2. Give notice to every school of the State, as early as January in each year, of an examination to be held in the following June for the purpose of awarding the scholarships, and publish notice thereof in the newspapers during the month preceding the examination.

3. Hold competitive examinations simultaneously under the supervision of the school commissioners and city superintendents, at the county seat in each county upon a fixed day in June of each year upon question papers prepared by this Department.

4. Let the examiners make report to the Department of the result of the examination and certify the names of all candidates in the order of their excellence, and declare by law that the persons so certified, in the order named, are entitled to the scholarships belonging to their respective counties, so that if the ones first entitled fail to claim their right, then those next entitled will become possessed of it.

5. Allow free scholars six years for the completion of the course, in the discretion of the President of the University, in order that they may, when necessary, be afforded time to earn the means with which to defray their living expenses while in attendance.

6. Where a vacancy exists in one county, confer upon the State Superintendent, or some other authority, the power to fill it from the list of certified candidates in another county.

7. Charge somebody with the responsibility of putting this machinery in operation and keeping it going.

It is proper to add that this matter has recently been discussed in the board of trustees of the university, and that the features of the foregoing plan have received the approval of that body, except the one providing for filling the vacancies in one county by appointments from another. I am unable to see any injustice in this proposition, to the university, while it is unquestionably important to the school interests and the people of the State.

INSTRUCTION OF THE DEAF AND DUMB, AND OF THE BLIND.

There were 136 deaf and dumb pupils appointed by this Department to the seven institutions to which the law authorizes appointments to be made, during the last year. The total number of State pupils instructed in such institutions during the whole or a part of the year was 991, for which the State paid the sum of \$220,529.79.

There were 32 pupils appointed to the New York Institution for the Blind during the year. The whole number of State pupils instructed in this institution in the course of the year was 230, for which the State paid the sum of \$48,769.45.

The law governing appointments to these institutions is somewhat confused. The Consolidated School Act of 1864 authorized the appointment of deaf and dumb pupils to the New York Institution

for the Deaf and Dumb, and of blind pupils to the New York Institution for the Blind, provided they were *indigent*, were between the ages of twelve and twenty-five years and had resided, or if minors, their parents, guardians or next friends had resided in the State for three years immediately prior to appointment. The term of such instruction was fixed at five years with power to extend it for a period not exceeding three years. Since then the number of institutions to which deaf and dumb persons may be appointed has largely increased. In 1870 an act was passed (chapter 166) having special reference to the blind. It authorized the Superintendent to appoint all blind persons between the ages of eight and twenty-five years, resident in the counties of New York, Kings, Queens and Suffolk, to the New York Institution for the Blind, for terms of five years, and with power to extend such terms indefinitely upon the recommendation of the board of managers of the institution. It will be noticed that the last act referred to, authorizes the appointment of other than "indigent" blind pupils; fixes the minimum age at *eight* instead of *twelve* years, and does away with the requirement of three years' residence in the State. In these particulars it must be held to displace those provisions of the act of 1864. In 1875 the provisions of the Consolidated School Act were amended so as to permit of the appointment of others than the *indigent* deaf and dumb. Beyond this, the qualifications for appointment to the deaf and dumb institutions were left the same as before. But in the re-enactment a provision was added that "all blind persons of suitable age and similar qualifications" might be appointed. The term "similar qualifications," in the connection in which it was employed, unquestionably refers to the requirement of three years' residence immediately prior to appointment. In 1886 the Consolidated School Act was further amended so as to authorize the appointment of *all* deaf and dumb persons over twelve years of age, thus extending the privilege of appointment to deaf and dumb persons beyond the age of twenty-five years.

Accordingly, deaf and dumb pupils over twelve years of age, having resided in the State for three years immediately prior to appointment, are being appointed to terms of five years, which terms are being extended upon the recommendation of the officers of the institution, for not more than three years, except that a limited number may be appointed to what is called a "high-class" for a still farther period of three years. By chapter 386 of the Laws

of 1864, the counties where indigent deaf and dumb pupils reside are obliged to furnish them clothing to the value of \$30 annually. Blind pupils over eight and under twenty-five years of age, provided they show three years' residence, are being appointed to terms of five years, and their terms are being extended from time to time, indefinitely, upon the request of the officers of the institution. By chapter 166 of the Laws of 1870, the counties where indigent blind pupils reside are obliged to furnish them clothing to the value of \$50 annually.

Thus it will be seen that while these two classes of persons were placed upon the same footing in 1864, they have, through all the mutations of legislative action, come to be treated very differently. Whether or not this has come about unintentionally and requires correction is a subject which, perhaps, calls for consideration.

Statistics concerning the deaf and dumb, and blind, will be found under Exhibits No. 12 and No. 13.

INDIAN SCHOOLS.

There are seven Indian reservations in the State. The Indian children of school age number 1,711. There are 29 schools, employing 31 teachers. The whole number of pupils enrolled last year was 1,061, and the average daily attendance was 493. During the last fiscal year the maintenance of these schools cost \$9,122.33. New school-houses were erected upon the Onondaga Reservation, and at Red Bank on the Allegany and Cattaraugus Reservation.

A list of Superintendents of the Indian schools of the State, with statistical information concerning number, attendance, etc., is given in Exhibit No. 11.

The qualities which civilization has admired in the primitive Indian are not found in such of his descendants as are committed to our care. Supple sinews and athletic vigor they know nothing of. Our reservations very generally embrace lands as fertile as any in the State, and yet these people lack the energy to gain a respectable subsistence. As would be the case among any other people under like conditions, they are very commonly devoid of moral sensibilities. There is no law upon the reservations and they are subject to no authority. Eking out a miserable existence, they live only in the past, continually rehearsing the traditions of their tribes, and longing for a return to original conditions. The only ambition which is discernible among them is one to perpetuate their national or

tribal identity, and they reason that schools and churches are destroying even this. There are, of course, some exceptions. Some embrace civilization and show signs of thrift, moral character and general progressiveness. But observation and information received satisfy me that they are a very inconsiderable part of the whole number.

Under such circumstances, the problem of Indian education is a hard one. It is difficult to secure teachers of character who are adapted to this work and are willing to live among such surroundings. It is said, and probably with truth, that bad teachers have been employed at times. Such children as can be brought into the schools come without regularity or punctuality. The terms of school and the hours of daily sessions have frequently been irregular. In short, these schools have encountered all the obstacles which would be expected to come of the character and the circumstances of the people among whom they are located, and which would naturally beset schools carried on somewhat outside of the organized school system.

The most positive directions have been given to superintendents upon the reservations to employ none but teachers of capacity and character, and to dismiss any who were lacking in either, as well as to observe regular terms and full and regular hours of daily sessions, and to leave nothing undone to promote the efficiency and good discipline of the schools.

But the most that can be done will not avail much. The whole arrangement is, in my judgment, wrong. If not wrong originally, it has lived longer than it ought. The system of reservations should be abandoned. The lands should be divided among the Indians and conveyed to them, to be inalienable for a period of twenty or twenty-five years. They should be made citizens and given the privileges and charged with the obligations and responsibilities which go with citizenship.

EDUCATIONAL EXHIBIT.

About the first of August last it was determined to invite contributions to a permanent educational exhibit in the rooms occupied by this Department in the Capitol, for the purpose of exemplifying the progress of educational work, and supply a place where officers and teachers, or any persons interested, could have convenient opportunity for examining the latest text-books and school appliances. A circular indicating the scope and purposes of the enterprise, together

with a list of the contributors, is herewith submitted, marked Exhibit No. 9. It is the intention to bring together text-books, new and old, as well as works pertaining to the theory and practice of teaching, and also a full line of current educational periodicals. We are also gathering the reports of the different States, and of the counties, cities and villages in our own State as far back as it is possible to go. Modern school appliances are asked for, such as globes, maps, charts, school-room furniture and kindergarten blocks. Articles produced by the pupils in the industrial schools, in the deaf and dumb and blind institutions and in the common schools of the State, exemplifying the methods of instruction and the proficiency of pupils, are also called for. The collection is given a little something of historical interest by bringing together photographs of prominent educators and of school buildings. The contributions received have already been quite numerous, and many others are promised. The only thing necessary to make the undertaking a success is the setting apart of a suitable room in which to arrange and display what is being collected. If the Legislature will provide this, the people particularly interested in educational subjects will, at no expense to the State, bring together a collection which will at once be a credit and an inspiration to the educational work of the State, and which cannot fail to excite interest among the masses, and to direct thought and stimulate effort on the part of officers and teachers.

A SUGGESTION.

The educational work in this State has had a wonderful growth and development. In 1850 we were spending \$1,600,000 annually in the support of our public school system. During the last year we expended \$14,000,000. It occurs to me that it would not be a bad idea to spend a few thousand dollars, once in a while in determining how to spend the vast sum to the best possible advantage. Is our education as practical as it might be? Do we reach all the children we ought? In our ardor over the high schools, which nine-tenths of our children never reach, have we not neglected the low schools? Is there not too much French, and German, and Latin, and Greek, and too little spelling, and writing, and mental arithmetic, and English grammar being taught? Have we been as ambitious of *progress* in the lower grades as in the advanced? Are not our courses of study too complex? Are we not undertaking to do more than we are doing well? Is not the examination business being overdone? Are

we not cramming with facts, which will soon be forgotten, in order to pass examinations, rather than instilling principles which will endure? Is not our education running on the line of intellectuality alone? Are we educating the *whole* man? Are we not giving up moral training more than we ought, because of the danger of trenching upon sectarianism? Is there no way of adhering to the one and avoiding the other? Are we doing what we might in the way of physical culture? Ought not the State to do something at least to encourage industrial schools? Would we not secure better schools in the country if the township was the unit of government rather than the present school district? Does not the present arrangement help the well-to-do and leave the poor to get along as best they may? Should not the law which fixes five and twenty-one years as the limits of school age be changed to six and sixteen years? Is it not time to forbid the diversion of library moneys from their legitimate uses, or to provide that they may be expended for school apparatus instead of teachers' wages? Is our system of apportioning public moneys the wisest and the best? Is there no way of specially aiding the small, remote and poor districts? Do our different classes of educational work supplement each other and fit together so as to make a symmetrical and complete system, and do they co-operate as they might and ought?

These are live questions. Opinions will vary in relation to them. No one man, and no one class of men can determine them. Some of them, however, suggest things which ought to be done. With the mass of business precipitated upon it, the Legislature finds it impossible to give such subjects deliberate consideration. Suppose \$10,000 were expended in paying the expenses of a special council of educators, of perhaps thirty persons, to be appointed by the Governor, and to be representative of the Regents and the college men, and the normal school men, and the academy and high school men, and the city boards, and superintendents, and the school commissioners, and the trustees and teachers of district schools, and others not engaged in educational work but interested in and having ideas about it, whose duty it should be to assemble at the Capitol next summer, and deliberate for thirty or sixty days, and formulate and report their conclusions, is any one prepared to say that the money would not be well expended? Aside from the recommendations which would finally come from such an educational council, would not its deliberations, reported and

discussed by the press as they would be, become an educational force among the masses? Would they not add new zest and interest to educational work throughout the State? And, being properly constituted, would not its recommendations be likely to be of moment? It seems to me that, at least, this latter group of questions may fairly be answered in the affirmative. It certainly is not well to change, for light reasons, methods which have come down from long years of experience and practice, lest in escaping some evils, we "fly to others that we know not of;" but considering the primal position which our State occupies in the sisterhood of States, appreciating the great interests she has at stake in this matter, and the vast amount of money she is spending in the education of her people, we ought to bring the best intelligence we have to bear upon the problem, to the end that the best results may be attained, and that New York may have, what she ought to have, the best educational system in the world.

A. S. DRAPER,
Superintendent of Public Instruction.

EXHIBITS

ACCOMPANYING THE

THIRTY-THIRD ANNUAL REPORT

OF THE

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION.

EXHIBIT No. 1.— *Statistical Tables :*

1. Statement of State tax levied in 1881 and in 1886.
2. Statement of school tax paid and school moneys received by each county.
3. Apportionment of school moneys.
4. Abstract of statistical reports of school commissioners.
5. Abstract of financial reports of school commissioners.
6. Investment of the capital of the Common School Fund.
7. Comparative statistical and financial statements for the years 1881 and 1886.

EXHIBIT No. 2.— *General School Statistics :*

Comparative tables.

Statements of Common School Fund, Free School Fund, and of State school moneys received and apportioned.

EXHIBIT No. 3.— *Normal Schools :*

Reports of local boards.

Reports of principals.

Normal school circular.

Statistical tables.

EXHIBIT No. 4.— *American Museum of Natural History :*

Report of Dr. A. S. Bickmore.

Contract between the State and Museum.

Schedule of lecture topics.

EXHIBIT No. 5.— *Teachers' Institutes :*

Department circular.

Reports of institute conductors.

Statistical tables.

Copy of attendance certificate.

Sample of institute programmes.

EXHIBIT No. 6.— *School Commissioners :*

Names and post-office addresses.

Written reports.

EXHIBIT No. 7.— *City Superintendents of Schools :*

Names and post-office addresses.

Written reports.

EXHIBIT No. 8. — *State Certificates :*

Circulars of general information.

Reports of examining committees.

Names of successful competitors, 1886.

Statistical table.

EXHIBIT No. 9. — *Educational Exhibit :*

Department circular.

List of contributors.

EXHIBIT No. 10. — *Sanitary Condition of School-Houses :*

Correspondence with State Board of Health.

EXHIBIT No. 11. — *Indian Schools :*

Names and post-office addresses of superintendents.

Reports of superintendents.

Statistical tables.

EXHIBIT No. 12.— *Institutions for Deaf and Dumb :*

Reports of superintendents.

Statistical tables.

EXHIBIT No. 13. — *Institution for the Blind :*

Report of principal.

Statistical table.

EXHIBIT No. 14. — *Nautical School :*

Report of Chamber of Commerce.

EXHIBIT No. 15. — *Teachers' Classes :*

List of academies in which teachers' classes are instructed.

EXHIBIT No. 16. — *Decisions in Appeal Cases.*EXHIBIT No. 17.— *New School Buildings, Illustrations, Plans, etc.*

EXHIBIT No. 1.

STATISTICAL TABLES.

1. STATEMENT OF STATE TAX LEVIED IN 1881 AND IN 1886.
 2. STATEMENT OF SCHOOL TAX PAID AND SCHOOL MONEYS RECEIVED BY EACH COUNTY.
 3. APPORTIONMENT OF SCHOOL MONEYS.
 4. ABSTRACT OF STATISTICAL REPORTS OF SCHOOL COMMISSIONERS.
 5. ABSTRACT OF FINANCIAL REPORTS OF SCHOOL COMMISSIONERS.
 6. INVESTMENT OF THE CAPITAL OF THE COMMON SCHOOL FUND.
 7. COMPARATIVE STATISTICAL AND FINANCIAL STATEMENTS FOR THE YEARS 1881 AND 1886.
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TABLE No. 1.

STATEMENT of the State Tax of one and fourteen one-hundredths mills levied in 1881, and of the State Tax of one and fifteen one-hundredths mills levied in 1886, for the support of Common Schools.

| COUNTIES. | 1881. | | 1886. | |
|--------------------|-----------------|----------------|-----------------|----------------|
| | Valuation. | Amount of tax. | Valuation | Amount of tax. |
| Albany | \$67,372,736 | \$76,804 92 | \$83,447,408 | \$95,964 52 |
| Allegany | 11,183,196 | 12,748 84 | 14,058,416 | 16,167 18 |
| Broome | 13,405,482 | 15,282 24 | 20,704,653 | 23,810 35 |
| Cattaraugus | 13,461,422 | 15,346 02 | 15,431,237 | 17,745 92 |
| Cayuga | 24,638,183 | 28,087 53 | 29,962,070 | 34,456 38 |
| Chautauqua | 21,052,106 | 23,999 40 | 24,790,895 | 28,509 53 |
| Chemung | 13,548,632 | 15,445 44 | 17,952,640 | 20,645 54 |
| Chenango | 15,357,414 | 17,507 45 | 17,478,045 | 20,099 75 |
| Clinton | 8,276,332 | 9,435 02 | 9,669,514 | 11,119 94 |
| Columbia | 26,611,833 | 30,337 49 | 29,478,673 | 33,900 48 |
| Cortland | 8,830,413 | 10,066 67 | 10,759,816 | 12,373 79 |
| Delaware | 11,225,599 | 12,797 19 | 13,465,707 | 15,485 57 |
| Dutchess | 41,300,553 | 47,082 63 | 43,079,008 | 49,540 86 |
| Erie | 82,904,716 | 94,511 38 | 120,445,345 | 138,512 15 |
| Essex | 8,744,328 | 9,968 54 | 10,391,808 | 11,950 58 |
| Franklin | 6,667,571 | 7,612 43 | 7,982,170 | 9,179 49 |
| Fulton | 5,569,077 | 6,348 74 | 8,035,789 | 9,241 16 |
| Genesee | 17,559,775 | 20,018 14 | 20,627,659 | 23,721 80 |
| Greene | 9,187,526 | 10,473 78 | 13,447,183 | 15,464 26 |
| Hamilton | 793,856 | 905 00 | 1,137,290 | 1,307 88 |
| Herkimer | 14,742,008 | 16,805 89 | 22,778,355 | 26,195 11 |
| Jefferson | 21,170,467 | 24,134 33 | 23,106,977 | 26,573 02 |
| Kings | 255,249,210 | 290,984 10 | 322,934,926 | 371,375 16 |
| Lewis | 7,688,301 | 8,764 67 | 8,738,160 | 10,048 88 |
| Livingston | 18,055,347 | 20,583 09 | 24,379,752 | 28,036 72 |
| Madison | 16,024,150 | 18,267 53 | 19,120,295 | 21,988 34 |
| Monroe | 56,661,734 | 64,594 38 | 80,320,545 | 92,368 63 |
| Montgomery | 15,641,589 | 17,831 42 | 22,219,177 | 25,552 05 |
| New York | 1,255,382,809 | 1,431,136 40 | 1,439,226,250 | 1,655,110 19 |
| Niagara | 20,162,476 | 22,985 22 | 25,238,582 | 29,024 37 |
| Oneida | 43,473,800 | 49,560 13 | 56,861,428 | 65,390 64 |
| Onondaga | 47,958,872 | 54,673 11 | 60,448,103 | 69,515 31 |
| Ontario | 23,014,003 | 26,235 97 | 28,412,552 | 32,674 44 |
| Orange | 35,801,950 | 40,814 23 | 41,497,366 | 47,721 97 |
| Orleans | 13,124,410 | 14,961 82 | 14,335,745 | 16,486 11 |
| Oswego | 19,545,899 | 22,282 32 | 22,429,140 | 25,793 51 |
| Otsego | 17,281,684 | 19,701 12 | 21,555,084 | 24,788 35 |
| Putnam | 6,913,382 | 7,881 26 | 7,392,815 | 8,501 73 |
| Queens | 37,268,165 | 42,485 71 | 42,505,899 | 48,881 78 |
| Rensselaer | 41,537,344 | 47,352 57 | 59,711,637 | 68,668 38 |
| Richmond | 10,122,785 | 11,539 98 | 11,635,130 | 13,380 40 |
| Rockland | 12,251,207 | 13,966 38 | 13,281,050 | 15,273 21 |
| St. Lawrence | 20,588,840 | 23,471 28 | 23,106,468 | 26,572 44 |
| Saratoga | 18,328,502 | 20,894 49 | 22,376,691 | 25,733 20 |
| Schenectady | 8,868,491 | 10,110 08 | 12,329,506 | 14,178 93 |
| Schoharie | 8,447,543 | 9,630 20 | 10,012,737 | 11,514 64 |
| Schuyler | 5,721,554 | 6,522 57 | 6,764,065 | 7,778 67 |
| Seneca | 12,344,910 | 14,073 20 | 14,765,500 | 16,980 33 |
| Steuben | 17,875,684 | 20,378 28 | 21,915,714 | 25,203 07 |
| Suffolk | 14,537,819 | 16,573 11 | 16,885,971 | 19,418 86 |
| Sullivan | 4,596,171 | 5,239 63 | 5,327,325 | 6,126 43 |
| Tioga | 9,548,740 | 10,885 57 | 11,683,450 | 13,435 97 |
| Tompkins | 11,764,007 | 13,410 97 | 15,057,419 | 17,316 04 |
| Ulster | 17,986,834 | 20,504 99 | 24,568,346 | 28,253 60 |
| Warren | 4,679,291 | 5,334 39 | 6,499,028 | 7,473 88 |
| Washington | 19,551,530 | 22,288 74 | 22,127,340 | 25,446 44 |
| Wayne | 20,878,383 | 23,801 35 | 24,776,811 | 28,493 33 |
| Westchester | 67,113,957 | 76,509 91 | 79,273,492 | 91,164 51 |
| Wyoming | 10,798,604 | 12,310 41 | 14,384,858 | 16,542 59 |
| Yates | 10,854,404 | 12,374 02 | 12,353,328 | 14,206 33 |
| | \$2,631,257 606 | \$3,056,633 67 | \$3,224,682,343 | \$3,708,384 69 |

TABLE No. 2.

STATEMENT showing the amount of School Tax paid by each county, the amount of Tax received back, the amount of Common School Fund received, and the total amount received by each county.

| COUNTIES. | School tax paid. | School tax received. | Common School Fund received. | Total received. |
|----------------------------|------------------|----------------------|------------------------------|-----------------|
| Albany | \$95,964 52 | \$85,846 26 | \$8,162 11 | \$94,008 37 |
| Allegany | 16,167 18 | 35,986 89 | 2,313 83 | 38,300 72 |
| Broome | 23,810 35 | 39,425 59 | 3,371 13 | 42,796 72 |
| Cattaraugus | 17,745 92 | 45,472 21 | 3,752 97 | 49,225 18 |
| Cayuga | 34,456 38 | 46,744 03 | 3,911 47 | 50,655 50 |
| Chautauqua | 28,509 53 | 52,432 61 | 4,212 56 | 56,645 17 |
| Chemung | 20,645 54 | 29,446 93 | 2,780 42 | 32,227 35 |
| Chenango | 20,099 75 | 35,813 45 | 2,285 79 | 38,099 24 |
| Clinton | 11,119 94 | 36,765 70 | 3,244 39 | 40,010 09 |
| Columbia | 33,900 48 | 31,996 79 | 2,963 08 | 34,959 87 |
| Cortland | 12,373 79 | 21,898 15 | 2,211 75 | 24,109 90 |
| Delaware | 15,485 57 | 40,682 90 | 2,571 07 | 43,253 97 |
| Dutchess | 49,540 86 | 48,892 68 | 4,163 79 | 53,056 47 |
| Erie | 138,512 15 | 133,646 67 | 11,028 62 | 144,675 29 |
| Essex | 11,950 58 | 27,248 26 | 1,780 08 | 29,028 34 |
| Franklin | 9,179 49 | 26,865 14 | 1,738 92 | 28,604 06 |
| Fulton | 9,241 16 | 21,579 31 | 3,045 66 | 24,624 97 |
| Genesee | 23,721 80 | 22,372 10 | 1,505 48 | 23,877 58 |
| Greene | 15,464 26 | 23,782 19 | 1,578 93 | 25,361 12 |
| Hamilton | 1,307 88 | 3,914 51 | 245 54 | 4,160 05 |
| Herkimer | 26,195 11 | 32,717 87 | 2,949 46 | 35,667 33 |
| Jefferson | 26,573 02 | 54,510 06 | 4,332 09 | 58,842 15 |
| Kings | 371,375 16 | 305,894 27 | 27,869 21 | 333,763 48 |
| Lewis | 10,048 88 | 26,412 54 | 1,705 41 | 28,117 95 |
| Livingston | 28,036 72 | 28,916 96 | 1,917 95 | 30,834 91 |
| Madison | 21,988 34 | 34,402 73 | 2,252 73 | 36,655 46 |
| Monroe | 92,368 63 | 88,323 50 | 6,894 89 | 95,218 39 |
| Montgomery | 25,552 05 | 24,259 18 | 1,659 44 | 25,918 62 |
| New York | 1,655,110 19 | 635,234 98 | 49,116 38 | 684,351 36 |
| Niagara | 29,024 37 | 36,000 58 | 2,393 89 | 38,394 47 |
| Oneida | 65,390 64 | 82,710 55 | 5,424 09 | 88,134 64 |
| Onondaga | 69,515 31 | 82,463 77 | 5,434 81 | 87,898 58 |
| Ontario | 32,674 44 | 35,108 36 | 2,343 44 | 37,451 80 |
| Orange | 47,721 97 | 56,607 72 | 3,733 66 | 60,341 33 |
| Orleans | 16,486 11 | 22,175 35 | 1,468 73 | 23,644 08 |
| Oswego | 25,793 51 | 56,443 73 | 3,708 18 | 60,151 91 |
| Otsego | 24,788 35 | 42,993 68 | 2,778 57 | 45,772 25 |
| Putnam | 8,501 73 | 10,221 43 | 689 72 | 10,911 15 |
| Queens | 48,881 78 | 51,566 40 | 3,532 59 | 55,098 99 |
| Rensselaer | 68,668 38 | 71,174 77 | 4,812 75 | 75,987 52 |
| Richmond | 13,380 40 | 20,715 50 | 1,478 74 | 22,194 24 |
| Rockland | 15,273 21 | 15,695 65 | 1,102 18 | 16,797 83 |
| St. Lawrence | 26,572 44 | 70,635 28 | 4,537 98 | 75,173 26 |
| Saratoga | 25,733 20 | 40,791 63 | 2,656 84 | 43,448 47 |
| Schenectady | 14,178 93 | 15,977 17 | 1,033 93 | 17,011 10 |
| Schoharie | 11,514 64 | 26,596 06 | 1,729 81 | 28,325 87 |
| Schuyler | 7,778 67 | 15,136 97 | 985 61 | 16,122 58 |
| Seneca | 16,980 33 | 19,960 61 | 1,300 98 | 21,261 59 |
| Steuben | 25,203 07 | 63,499 79 | 4,035 73 | 67,535 52 |
| Suffolk | 19,418 86 | 33,809 76 | 2,317 54 | 36,127 30 |
| Sullivan | 6,126 43 | 24,801 55 | 1,630 82 | 26,432 37 |
| Tioga | 13,435 97 | 26,670 76 | 1,689 13 | 28,359 89 |
| Tompkins | 17,316 04 | 26,653 18 | 1,705 64 | 28,358 82 |
| Ulster | 28,253 60 | 53,098 11 | 3,609 27 | 56,707 38 |
| Warren | 7,473 88 | 19,887 32 | 1,299 08 | 21,186 40 |
| Washington | 25,446 44 | 37,759 55 | 2,467 18 | 40,226 73 |
| Wayne | 28,493 33 | 37,091 95 | 2,469 55 | 39,561 50 |
| Westchester | 91,164 51 | 64,804 85 | 4,411 33 | 69,216 18 |
| Wyoming | 16,542 59 | 24,734 07 | 1,611 67 | 26,345 74 |
| Yates | 14,206 33 | 15,774 83 | 1,041 41 | 16,816 24 |
| Indians ..... | ..... | 3,926 08 | ..... | 3,926 08 |
| Contingent fund balance .. | ..... | 3,028 53 | ..... | 3,028 53 |
| Total | \$3,708,384 69 | \$3,250,000 00 | \$245,000 00 | \$3,495,000 00 |

TABLE No. 3.

Apportionment of School Moneys for the year 1887.

| COUNTIES. TOWNS AND CITIES. | Population. | Number of teachers em- ployed for 28 weeks or more. | APPORTIONMENT FOR TEACHERS' WAGES. | | Libraries. | Supervision. | Total. |
|--------------------------------|-------------|---|---------------------------------------|-----------------------------|------------|--------------|-------------|
| | | | District quotas. | According to population. | | | |
| | | | | | | | |
| Albany | 44,716 | 197 | \$14,987 76 | \$14,892 04 | \$439 82 | ..... | \$30,319 62 |
| City | 90,758 | 253 | 19,248 24 | 30,225 70 | 892 79 | \$1,300 00 | 51,666 73 |
| Cohoes | 19,416 | 60 | 4,564 80 | 6,466 23 | 190 99 | 800 00 | 12,022 02 |
| Allegany | 41,810 | 315 | 23,965 20 | 13,924 24 | 411 28 | ..... | 38,300 72 |
| Broome | 32,166 | 252 | 19,172 16 | 10,712 44 | 316 42 | ..... | 30,201 02 |
| Binghamton | 17,317 | 77 | 5,858 16 | 5,767 19 | 170 35 | 800 00 | 12,595 70 |
| Cattaraugus..... | 55,806 | 385 | 29,290 80 | 18,585 42 | 548 96 | 800 00 | 49,225 18 |
| Cayuga | 43,157 | 275 | 20,922 00 | 14,372 84 | 424 54 | ..... | 35,719 38 |
| Auburn..... | 21,924 | 87 | 6,618 96 | 7,301 49 | 215 67 | 800 00 | 14,936 12 |
| Chautauqua..... | 58,094 | 399 | 30,355 92 | 19,347 40 | 571 47 | *42 03 | 50,316 82 |
| Dunkirk..... | 7,248 | 40 | 3,043 20 | 2,413 85 | 71 30 | 800 00 | 6,328 35 |
| Chemung | 22,524 | 139 | 10,575 12 | 7,501 31 | 221 57 | ..... | 18,298 00 |
| Elmira | 20,541 | 80 | 6,086 40 | 6,840 89 | 202 06 | 800 00 | 13,929 35 |
| Chenango | 39,891 | 321 | 24,421 68 | 13,285 15 | 392 41 | ..... | 38,099 24 |
| Clinton | 50,897 | 286 | 21,758 88 | 16,950 54 | 500 67 | 800 00 | 40,010 09 |
| Columbia | 39,258 | 209 | 15,900 72 | 13,074 34 | 386 18 | ..... | 29,361 24 |
| Hudson | 8,670 | 24 | 1,825 92 | 2,887 42 | 85 29 | 800 00 | 5,598 63 |
| Cortland | 25,825 | 190 | 14,455 20 | 8,600 66 | 254 04 | 800 00 | 24,109 90 |
| Delaware | 42,721 | 376 | 28,606 08 | 14,227 64 | 420 25 | ..... | 43,253 97 |
| Dutchess | 58,977 | 263 | 20,009 04 | 19,641 48 | 580 16 | ..... | 40,230 68 |
| Poughkeepsie | 20,207 | 67 | 5,097 36 | 6,729 66 | 198 77 | 800 00 | 12,825 79 |
| Erie | 64,750 | 347 | 26,399 76 | 21,564 09 | 636 95 | ..... | 48,600 80 |
| Buffalo | 155,134 | 540 | 41,083 20 | 51,665 24 | 1,526 05 | 1,800 00 | 96,074 49 |
| Essex | 34,515 | 226 | 17,194 08 | 11,494 74 | 339 52 | ..... | 29,028 34 |
| Franklin | 32,390 | 230 | 17,498 40 | 10,787 04 | 318 62 | ..... | 28,604 06 |
| Fulton | 30,985 | 163 | 12,401 04 | 10,319 13 | 304 80 | 1,600 00 | 24,624 97 |
| Genesee | 32,806 | 166 | 12,629 28 | 10,925 59 | 322 71 | ..... | 23,877 53 |
| Greene | 32,695 | 186 | 14,150 88 | 10,888 62 | 321 62 | ..... | 25,361 12 |
| Hamilton | 3,923 | 37 | 2,814 96 | 1,306 50 | 38 59 | ..... | 4,160 05 |
| Herkimer | 42,669 | 266 | 20,237 28 | 14,210 32 | 419 73 | 800 00 | 35,667 33 |
| Jefferson..... | 55,406 | 416 | 31,649 28 | 18,452 20 | 545 03 | ..... | 50,646 51 |
| Watertown..... | 10,697 | 49 | 3,727 92 | 3,562 49 | 105 23 | 800 00 | 8,195 64 |

* For separate neighborhood, French Creek.

TABLE No. 3 — (Continued).

| COUNTIES. TOWNS AND CITIES. | Population. | Number of teachers em- ployed for 28 weeks or more. | APPORTIONMENT FOR TEACHERS' WAGES. | | Libraries. | Supervision. | Total. |
|--------------------------------|-------------|---|---------------------------------------|-----------------------------|------------|--------------|-------------|
| | | | District quotas. | According to population. | | | |
| | | | | | | | |
| Kings..... | 32,832 | 49 | \$3,727 92 | \$10,934 24 | \$322 97 | ..... | \$14,985 13 |
| Brooklyn..... | 566,663 | 1,560 | 118,684 80 | 188,719 29 | 5,574 26 | \$5,800 00 | 318,778 35 |
| Lewis..... | 31,416 | 228 | 17,346 24 | 10,462 67 | 309 04 | ..... | 28,117 95 |
| Livingston..... | 39,562 | 227 | 17,270 16 | 13,175 58 | 389 17 | ..... | 30,834 91 |
| Madison..... | 44,112 | 283 | 21,530 64 | 14,690 89 | 433 93 | ..... | 36,655 46 |
| Monroe..... | 55,537 | 258 | 19,628 64 | 18,495 83 | 546 32 | ..... | 38,670 79 |
| Rochester..... | 89,366 | 330 | 25,106 40 | 29,762 11 | 879 09 | 800 00 | 56,547 60 |
| Montgomery..... | 38,315 | 168 | 12,781 44 | 12,760 28 | 376 90 | ..... | 25,918 62 |
| New York..... | 1,206,299 | 3,397 | 258,443 76 | 401,741 24 | 11,866 36 | 12,300 00 | 684,351 36 |
| Niagara..... | 40,651 | 205 | 15,596 40 | 13,538 25 | 399 88 | ..... | 29,534 53 |
| Lockport..... | 13,522 | 45 | 3,423 60 | 4,503 32 | 133 02 | 800 00 | 8,859 94 |
| Oneida..... | 71,438 | 439 | 33,399 12 | 23,791 44 | 702 73 | ..... | 57,893 29 |
| Utica..... | 33,914 | *134 | 10,955 52 | 11,294 59 | 333 61 | 800 00 | 23,383 72 |
| Rome..... | 10,123 | 34 | 2,586 72 | 3,371 33 | 99 58 | 800 00 | 6,857 63 |
| Onondaga..... | 66,101 | 402 | 30,584 16 | 22,014 03 | 650 23 | 800 00 | 54,048 42 |
| Syracuse..... | 51,792 | 201 | 15,292 08 | 17,248 61 | 509 47 | 800 00 | 33,850 16 |
| Ontario..... | 49,541 | 269 | 20,465 52 | 16,498 95 | 487 33 | ..... | 37,451 80 |
| Orange..... | 70,171 | 306 | 23,280 48 | 23,369 48 | 690 27 | 1,600 00 | 48,940 23 |
| Newburgh..... | 18,049 | 58 | 4,412 64 | 6,010 97 | 177 54 | 800 00 | 11,401 15 |
| Orleans..... | 30,128 | 175 | 13,314 00 | 10,033 71 | 296 37 | ..... | 23,644 08 |
| Oswego..... | 56,795 | 360 | 27,388 80 | 18,914 79 | 558 69 | ..... | 46,862 28 |
| City..... | 21,116 | 69 | 5,249 52 | 7,032 39 | 207 72 | 800 00 | 13,289 63 |
| Otsego..... | 51,397 | 370 | 28,149 60 | 17,117 06 | 505 59 | ..... | 45,772 25 |
| Putnam..... | 15,181 | 75 | 5,706 00 | 5,055 82 | 149 33 | ..... | 10,911 15 |
| Queens..... | 73,445 | 238 | 18,107 04 | 24,459 84 | 722 48 | 800 00 | 44,089 36 |
| Long Island City..... | 17,129 | 57 | 4,336 56 | 5,704 58 | 168 49 | 800 00 | 11,009 63 |
| Rensselaer..... | 58,581 | 286 | 21,758 88 | 19,509 59 | 576 26 | 800 00 | 42,644 73 |
| Troy..... | 56,747 | 172 | 13,085 76 | 18,898 81 | 558 22 | 800 00 | 33,342 79 |
| Richmond..... | 38,991 | 116 | 8,825 28 | 12,985 41 | 383 55 | ..... | 22,194 24 |
| Rockland..... | 27,690 | 96 | 7,303 68 | 9,221 77 | 272 38 | ..... | 16,797 83 |
| St. Lawrence..... | 75,656 | 554 | 42,148 32 | 25,196 19 | 744 22 | ..... | 68,088 73 |
| Ogdensburg..... | 10,341 | 36 | 2,738 88 | 3,443 93 | 101 72 | 800 00 | 7,084 53 |
| Saratoga..... | 55,156 | 312 | 23,736 96 | 18,368 94 | 542 57 | 800 00 | 43,448 47 |
| Schenectady..... | 9,883 | 62 | 4,716 96 | 3,291 39 | 97 22 | ..... | 8,105 57 |
| City..... | 13,655 | 45 | 3,423 60 | 4,547 61 | 134 32 | 800 00 | 8,905 53 |
| Schoharie..... | 32,910 | 224 | 17,041 92 | 10,960 22 | 323 73 | ..... | 28,325 87 |
| Schuyler..... | 18,842 | 127 | 9,662 16 | 6,275 07 | 185 35 | ..... | 16,122 58 |

* By special act Utica is entitled to 144 quotas.

| | | | | | | | |
|--|-----------|--------|----------------|----------------|-------------|--------------|----------------|
| Seneca | 29,278 | 137 | 10,422 96 | 9,750 63 | 288 00 | 800 00 | 21,261 59 |
| Steuben | 77,586 | 517 | 39,333 36 | 25,838 95 | 763 21 | 1,600 00 | 67,535 52 |
| Suffolk | 53,888 | 232 | 17,650 56 | 17,946 65 | 530 09 | ..... | 36,127 30 |
| Sullivan | 32,491 | 201 | 15,292 08 | 10,820 68 | 319 61 | ..... | 26,432 37 |
| Tioga | 32,673 | 215 | 16,357 20 | 10,881 29 | 321 40 | 800 00 | 28,359 89 |
| Tompkins | 34,445 | 207 | 15,748 56 | 11,471 43 | 338 83 | 800 00 | 28,358 82 |
| Ulster | 85,838 | 348 | 26,475 84 | 28,587 16 | 844 38 | 800 00 | 56,707 38 |
| Warren | 25,179 | 165 | 12,553 20 | 8,385 52 | 247 68 | ..... | 21,186 40 |
| Washington | 47,871 | 313 | 23,813 04 | 15,942 78 | 470 91 | ..... | 40,226 73 |
| Wayne | 51,700 | 287 | 21,834 96 | 17,217 97 | 508 57 | ..... | 39,561 50 |
| Westchester | 90,096 | 345 | 26,247 60 | 30,005 23 | 886 27 | *843 36 | 57,982 46 |
| Yonkers | 18,892 | 52 | 8,956 16 | 6,291 72 | 185 84 | 800 00 | 11,233 72 |
| Wyoming | 30,907 | 207 | 15,748 56 | 10,293 15 | 304 03 | ..... | 26,345 74 |
| Yates | 21,087 | 126 | 9,586 98 | 7,022 73 | 207 43 | ..... | 16,816 24 |
| Salaries of school commissioners ..... | ... | ..... | ..... | ..... | ..... | 112,000 00 | 112,000 00 |
| Indians | 4,707 | 31 | ..... | ..... | ..... | 3,926 08 | 3,926 08 |
| Contingent fund balance ..... | ..... | ..... | ..... | ..... | ..... | 3,028 53 | 3,028 53 |
| Total | 5,087,578 | 22,271 | \$1,692,780 00 | \$1,692,780 00 | \$50,000 00 | \$171,440 00 | \$3,607,000 00 |

* Includes \$43.36 for separate neighborhood, North Castle.

TABLE No. 4.
ABSTRACT of the Statistical Reports of School Commissioners of the State of New York for the year ending August 20, 1886.

| COUNTIES, TOWNS AND CITIES | Number of districts. | 1. Number of licensed teachers employed at the same time for 28 weeks or more. | 2. Number of children between 5 and 21 years of age residing in district June 30, 1886. | 3. Number of private schools. | 4. Number of pupils attending private schools. | 6. Average number of weeks school was kept by teachers duly licensed. | 7. TEACHERS. | | | | | 19. Number of inspections by Commissioners. | |
|-------------------------------|----------------------|--|--|-------------------------------------|---|---|--------------------|----------------|--------------------|-----|--------|---|----------|
| | | | | | | | Licensed by | | | | Males. | | Females. |
| | | | | | | | Local officers. | State Supt. | Normal schools. | | | | |
| | | | | | | | | | | | | | |
| Albany, towns..... | 152 | 197 | 14,407 | 10 | 84 | 35.9 | 235 | 8 | 26 | 77 | 192 | 269 | |
| City | 24 | 253 | 35,900 | 40 | 5,000 | 37.8 | 220 | 8 | 55 | 23 | 260 | ... | |
| Cohoes | 40 | 60 | 7,491 | 3 | 905 | 39.2 | 48 | 3 | 9 | 4 | 56 | ... | |
| Allegany | 255 | 315 | 14,088 | 6 | 327 | 31.3 | 541 | 15 | 14 | 120 | 450 | 344 | |
| Broome, towns | 213 | 252 | 9,639 | ... | ... | 31.0 | 412 | 8 | 13 | 74 | 359 | 369 | |
| Binghamton | 11 | 77 | 6,695 | 5 | 545 | 40.0 | 67 | 6 | 9 | 6 | 76 | ... | |
| Cattaraugus | 285 | 385 | 18,986 | 7 | 136 | 32.4 | 591 | 4 | 25 | 125 | 495 | 514 | |
| Cayuga, towns | 235 | 275 | 11,970 | 4 | 17 | 32.3 | 482 | 6 | 4 | 125 | 367 | 425 | |
| Auburn | 14 | 87 | 6,886 | 4 | 1,100 | 38.6 | 86 | 4 | 3 | 3 | 90 | ... | |
| Chautauqua, towns..... | 282 | 399 | 17,873 | ... | ... | 32.6 | 648 | 7 | 29 | 120 | 564 | ... | |
| Dunkirk | 10 | 40 | 3,065 | 3 | 394 | 40.0 | 34 | 2 | 4 | ... | 40 | ... | |
| Chemung, towns | 116 | 139 | 6,407 | ... | ... | 33.3 | 217 | ... | 6 | 42 | 181 | ... | |
| Elmira | 8 | 80 | 6,671 | 9 | 685 | 38.8 | 60 | 2 | 23 | 5 | 80 | ... | |
| Chenango | 273 | 321 | 10,661 | 7 | 64 | 30.7 | 538 | 13 | 11 | 128 | 434 | 354 | |
| Clinton | 209 | 286 | 17,710 | 12 | 549 | 30.7 | 422 | 3 | 10 | 67 | 368 | 426 | |
| Columbia, towns | 176 | 209 | 11,274 | 9 | 142 | 36.7 | 231 | 9 | 24 | 75 | 189 | 247 | |
| Hudson | 8 | 24 | 3,700 | 6 | 640 | 39.6 | 23 | 1 | ... | 3 | 21 | ... | |
| Cortland | 162 | 190 | 8,034 | 1 | 40 | 31.0 | 320 | 10 | 16 | 70 | 276 | ... | |
| Delaware | 347 | 376 | 12,990 | 2 | 34 | 31.0 | 671 | 14 | 6 | 158 | 533 | 367 | |
| Dutchess, towns.. .. | 204 | 263 | 16,730 | 4 | 83 | 38.2 | 226 | 12 | 26 | 41 | 223 | 215 | |
| Poughkeepsie | 11 | 67 | 6,000 | 11 | 828 | 38.8 | 79 | 3 | 4 | 2 | 84 | 197 | |
| Erie, towns | 262 | 347 | 22,245 | 20 | 755 | 33.8 | 536 | 4 | 39 | 157 | 422 | ... | |
| Buffalo | 45 | 540 | 70,000 | 45 | 11,995 | 39.0 | 441 | 67 | 75 | 43 | 540 | 506 | |
| Essex | 182 | 236 | 10,450 | 9 | 85 | 31.1 | 339 | 6 | 8 | 52 | 301 | ... | |
| Franklin | 178 | 230 | 12,476 | 5 | 199 | 30.3 | 348 | 6 | 4 | 43 | 315 | 284 | |
| Fulton | 114 | 163 | 9,844 | 1 | 4 | 33.8 | 216 | 4 | 24 | 65 | 179 | 241 | |

| | | | | | | | | | | | | |
|---------------------------|-----|-------|---------|--------|----------|------|-------|--------|----|-----|-------|-------|
| Genesee | 136 | 166 | 9,871 |3 | ..... | 33.6 | 253 | 12 | 4 | 77 | 192 | 167 |
| Greene | 154 | 186 | 9,239 | ..... | .....20 | 33.5 | 240 | 5 | 13 | 73 | 185 | 232 |
| Hamilton | 37 | 37 | 1,393 |7 | ..... | 29.7 | 74 |8 | 1 | 19 | 56 | 72 |
| Herkimer | 196 | 266 | 13,013 | ..... | .....322 | 34.0 | 397 | 9 | 10 | 100 | 315 | 379 |
| Jefferson, towns | 357 | 416 | 16,010 | ..... | ..... | 29.7 | 688 | 9 | 10 | 160 | 547 | 566 |
| Watertown | 9 | 49 | 3,338 |5 |200 | 40.0 | 46 | 2 | 3 | 4 | 47 | ..... |
| Kings, towns | 16 | 49 | 6,396 |3 |265 | 41.0 | 40 | 5 | 4 | 17 | 32 | 72 |
| Brooklyn | 78 | 1,560 | 230,000 | 185 | 28,000 | 40.6 | 1,661 | 29 | 20 | 72 | 1,638 | ..... |
| Lewis | 217 | 228 | 9,616 | 1 | 67 | 29.3 | 388 | 1 | 6 | 56 | 339 | 382 |
| Livingston | 179 | 227 | 11,619 | 5 | 200 | 32.0 | 305 | 5 | 37 | 77 | 270 | 338 |
| Madison | 221 | 293 | 12,344 | 4 | 70 | 32.4 | 420 | 4 | 24 | 88 | 360 | 420 |
| Monroe, towns | 218 | 258 | 17,027 | 6 | 94 | 35.1 | 335 | 12 | 37 | 103 | 281 | 334 |
| Rochester | 31 | 330 | 40,000 | 40 | 7,800 | 40.0 | 323 | 7 | 8 | 16 | 322 | ..... |
| Montgomery | 116 | 168 | 13,242 | ..... | ..... | 37.3 | 218 | 11 | 9 | 88 | 150 | 256 |
| New York | 302 | 3,397 | 413,000 | 225 | 43,000 | 39.6 | 3,838 | 220 | 40 | 513 | 3,585 | ..... |
| Niagara, towns | 163 | 205 | 14,233 | 83 | 799 | 34.2 | 331 | 7 | 5 | 101 | 242 | 335 |
| Lockport | 6 | 45 | 4,000 | 4 | 500 | 40.0 | 41 | 4 | 2 | 4 | 43 | ..... |
| Oneida, towns | 374 | 439 | 21,151 | ..... | ..... | 31.6 | 708 | 6 | 16 | 184 | 546 | 699 |
| Utica | 37 | *134 | 14,483 | 36 | 1,658 | 40.0 | 152 | ..... | 2 | 6 | 148 | ..... |
| Rome | 8 | 34 | 2,804 | 3 | 300 | 39.0 | 31 |2 | 2 | 4 | 31 | ..... |
| Onondaga, towns | 275 | 402 | 20,255 | 1 | 4 | 35.4 | 523 | 9 | 10 | 127 | 415 | 515 |
| Syracuse | 19 | 201 | 20,612 | 14 | 2,396 | 39.2 | 211 | 8 | 5 | 11 | 213 | ..... |
| Ontario | 195 | 269 | 14,426 | 5 | 423 | 34.3 | 370 | 10 | 11 | 91 | 300 | 405 |
| Orange, towns | 182 | 206 | 22,031 | 27 | 758 | 39.0 | 339 | 10 | 33 | 92 | 290 | 249 |
| Newburgh | 58 | 58 | 6,473 | 5 | 653 | 41.2 | 69 | ..... | 6 | 5 | 70 | ..... |
| Orleans | 127 | 175 | 8,919 | 4 | 167 | 34.2 | 290 | 3 | 4 | 85 | 212 | 303 |
| Oswego, towns | 202 | 360 | 15,715 | ..... | ..... | 31.7 | 602 | 17 | 22 | 133 | 508 | 476 |
| City | 25 | 69 | 7,241 | 5 | 1,125 | 40.0 | 67 | 1 | 1 | 2 | 67 | ..... |
| Otsego | 313 | 370 | 14,731 | 9 | 153 | 31.9 | 588 | 7 | 10 | 172 | 433 | 644 |
| Putnam | 60 | 75 | 4,153 | 3 | 23 | 37.3 | 88 | 4 | 8 | 28 | 72 | 106 |
| Queens, towns | 84 | 238 | 26,578 | 22 | 484 | 41.1 | 199 | 13 | 26 | 48 | 190 | 149 |
| Long Island City | 9 | 57 | 6,934 | 6 | 349 | 40.6 | 68 | 1 | 4 | 2 | 71 | ..... |
| Rensselaer, towns | 181 | 286 | 20,376 | 8 | 392 | 38.6 | 306 | 10 | 40 | 94 | 262 | 334 |
| Troy | 15 | 172 | 21,000 | 20 | 2,000 | 39.4 | 172 | ..... | 3 | 18 | 157 | ..... |
| Richmond | 28 | 116 | 14,700 | 10 | 272 | 42.2 | 100 | 10 | 6 | 31 | 85 | 128 |
| Rockland | 47 | 96 | 9,480 | 10 | 775 | 41.4 | 73 | 5 | 18 | 35 | 61 | 104 |
| St. Lawrence, towns | 491 | 554 | 23,805 | ..... | ..... | 30.7 | 931 | 3 | 48 | 139 | 843 | 620 |
| Ogdensburg | 30 | 36 | 3,851 | 2 | 550 | 40.0 | 30 | 1 | 5 | 6 | 30 | ..... |
| Saratoga | 232 | 312 | 16,122 | 11 | 218 | 34.1 | 445 | 9 | 17 | 81 | 390 | 280 |
| Schenectady, towns | 60 | 62 | 3,124 | 1 | 3 | 34.7 | 98 | 1 | 4 | 32 | 71 | 133 |
| City | 7 | 45 | 4,950 | 4 | 850 | 38.2 | 42 | 1 | 2 | 3 | 42 | ..... |
| Schoharie | 198 | 224 | 9,416 | 1 | 18 | 33.0 | 371 | 6 | 7 | 151 | 233 | 317 |
| Schuyler | 108 | 127 | 4,931 | 1 | 25 | 32.6 | 217 | 2 | 1 | 70 | 150 | 146 |
| Seneca | 95 | 137 | 7,993 | 4 | 417 | 35.9 | 194 | 6 | 2 | 60 | 142 | 133 |
| Steuben | 381 | 517 | 24,479 | 6 | 425 | 32.8 | 825 | 12 | 10 | 179 | 668 | 309 |
| Suffolk | 156 | 232 | 16,765 | 23 | 346 | 38.0 | 189 | 5 | 58 | 57 | 195 | 187 |
| Sullivan | 188 | 201 | 11,188 | 4 | 49 | 32.5 | 301 | 4 | 4 | 86 | 223 | 217 |
| Tioga | 152 | 215 | 9,203 | 4 | 156 | 33.0 | 282 | 4 | 2 | 45 | 243 | 237 |

*By special act Utica is entitled to 141 quotas.

TABLE No. 4 — (Continued).

| COUNTIES, TOWNS AND CITIES. | Number of districts. | 1. | 2. | 3. | 4. | 6. | 7. | | | | Number of inspections by Commissioners. | |
|--------------------------------|----------------------|--|--|-------------------------------|--|---|--------------------|----------------|--------------------|--------|--|----------|
| | | Number of licensed teachers employed at the same time for 28 weeks or more. | Number of children between 5 and 21 years of age residing in district June 30, 1886. | Number of private schools. | Number of pupils attending private schools. | Average number of weeks school was kept by teachers duly licensed. | TEACHERS. | | | | | |
| | | | | | | | Licensed by | | | | | |
| | | | | | | | Local officers. | State Supt. | Normal schools. | Males. | | Females. |
| Tompkins | 155 | 207 | 9,208 | 2 | 375 | 33.3 | 277 | 5 | 29 | 61 | 250 | 257 |
| Ulster | 233 | 348 | 28,984 | 24 | 1,057 | 38.5 | 388 | 13 | 28 | 132 | 297 | 328 |
| Warren | 139 | 165 | 8,321 | 3 | 933 | 30.2 | 266 | 3 | 10 | 31 | 248 | 113 |
| Washington | 236 | 313 | 14,180 | 5 | 128 | 32.9 | 491 | 8 | 12 | 107 | 404 | 492 |
| Wayne | 215 | 287 | 15,237 | 1 | 8 | 33.3 | 445 | 7 | 13 | 147 | 318 | 525 |
| Westchester, towns | 144 | 345 | 31,298 | 56 | 2,545 | 39.1 | 289 | 29 | 50 | 67 | 301 | 201 |
| Yonkers | 7 | 52 | 8,594 | 12 | 1,647 | 39.6 | 41 | 2 | 16 | 3 | 56 | ..... |
| Wyoming | 172 | 207 | 9,099 | 3 | 153 | 31.9 | 343 | 1 | 12 | 74 | 282 | 339 |
| Yates | 104 | 126 | 5,730 | ..... | ..... | 33.9 | 210 | 1 | 3 | 57 | 157 | 209 |
| Total for towns | 11,262 | 14,773 | 801,385 | 456 | 14,663 | 33.6 | 21,410 | 431 | 959 | 5,194 | 17,606 | 18,142 |
| Total for cities | 812 | 7,467 | 933,688 | 692 | 113,120 | 39.7 | 7,850 | 374 | 301 | 758 | 7,767 | ..... |
| Total for State | 12,074 | 22,240 | 1,735,073 | 1,148 | 127,783 | 35.7 | 29,260 | 805 | 1,260 | 5,952 | 25,373 | 18,142 |

TABLE No. 4 — (Continued).

| COUNTIES, TOWNS AND CITIES. | Number of children attending school during the year. | | | Average daily attendance during the year. | | | Whole number of days of attend- ance at the school during the year. | | |
|--------------------------------|---|------------------------------------|--------|--|---|------------|--|---|-----------|
| | 8. | 9. | 10. | 11. | 12. | Total. | 13. | 14. | 15. |
| | Residing in the district. | Residing in other districts. | Total. | Of children residing in the district. | Of children residing in other districts. | Total. | Of children residing in the district. | Of children residing in other districts. | Total. |
| Albany, towns | 8,584 | 227 | 8,811 | 4,508,555 | 83,037 | 4,591,592 | 808,398 | 14,109 | 822,507 |
| City | 13,410 | ..... | 13,410 | 9,660,000 | ..... | 9,660,000 | 1,837,708 | ..... | 1,837,708 |
| Cohoes | 2,644 | ..... | 2,644 | 1,676,698 | ..... | 1,676,698 | 328,633 | ..... | 328,633 |
| Allegany | 10,990 | 607 | 11,597 | 6,397,137 | 236,491 | 6,633,628 | 1,023,743 | 40,935 | 1,064,678 |
| Broome, towns | 7,669 | 393 | 8,062 | 4,415,084 | 160,119 | 4,575,203 | 717,029 | 28,423 | 745,452 |
| Binghamton | 3,799 | ..... | 3,799 | 2,982,000 | ..... | 2,982,000 | 551,026 | ..... | 551,026 |
| Cattaraugus | 14,916 | 604 | 15,520 | 8,600,424 | 226,597 | 8,827,021 | 1,415,714 | 38,194 | 1,543,908 |
| Cayuga, towns | 8,860 | 542 | 9,402 | 5,084,169 | 236,924 | 5,321,093 | 824,307 | 41,469 | 865,776 |
| Auburn | 3,751 | ..... | 3,751 | 2,997,093 | ..... | 2,997,093 | 578,439 | ..... | 578,439 |
| Chautauqua, towns | 12,982 | 895 | 13,877 | 7,847,972 | 377,266 | 8,225,238 | 1,318,889 | 68,791 | 1,387,680 |
| Dunkirk | 1,364 | ..... | 1,364 | 1,030,543 | ..... | 1,030,543 | 191,681 | ..... | 191,681 |
| Chemung, towns | 4,576 | 57 | 4,633 | 2,749,050 | 26,982 | 2,776,032 | 443,603 | 5,065 | 448,668 |
| Elmira | 3,539 | ..... | 3,539 | 3,063,000 | ..... | 3,063,000 | 594,340 | ..... | 594,340 |
| Chenango | 8,446 | 701 | 9,147 | 5,044,848 | 278,758 | 5,323,606 | 801,988 | 48,173 | 850,161 |
| Clinton | 11,624 | 412 | 12,036 | 6,054,088 | 181,056 | 6,235,144 | 920,411 | 31,089 | 951,500 |
| Columbia, towns | 7,704 | 260 | 7,964 | 3,985,523 | 91,860 | 4,077,383 | 728,227 | 16,241 | 744,468 |
| Hudson | 1,370 | ..... | 1,370 | 823,469 | ..... | 823,469 | 163,047 | ..... | 163,047 |
| Cortland | 5,433 | 375 | 5,808 | 3,130,185 | 127,826 | 3,258,011 | 508,043 | 21,971 | 530,014 |
| Delaware | 9,731 | 477 | 10,208 | 5,688,447 | 155,632 | 5,844,079 | 914,416 | 37,771 | 952,187 |
| Dutchess, towns | 10,441 | 46 | 10,487 | 5,650,247 | 15,203 | 5,665,450 | 1,036,303 | 2,725 | 1,039,028 |
| Poughkeepsie | 3,039 | ..... | 3,039 | 2,283,600 | ..... | 2,283,600 | 443,018 | ..... | 443,018 |
| Erie, towns | 14,413 | 634 | 15,047 | 7,742,038 | 286,442 | 8,028,480 | 1,293,082 | 52,069 | 1,345,151 |
| Buffalo | 28,372 | ..... | 28,372 | 18,040,000 | ..... | 18,040,000 | 3,557,037 | ..... | 3,557,037 |
| Essex | 7,924 | 385 | 8,309 | 4,268,554 | 143,223 | 4,411,777 | 650,653 | 23,770 | 674,423 |
| Franklin | 9,088 | 402 | 9,490 | 4,656,886 | 161,267 | 4,818,153 | 710,677 | 27,986 | 738,663 |
| Fulton | 7,025 | 183 | 7,208 | 3,988,388 | 59,049 | 4,047,437 | 695,252 | 10,551 | 705,803 |
| Genesee | 6,585 | 237 | 6,822 | 3,693,877 | 84,238 | 3,778,115 | 698,268 | 14,702 | 712,970 |
| Greene | 6,854 | 206 | 7,060 | 3,551,534 | 79,771 | 3,631,305 | 610,164 | 14,897 | 625,061 |
| Hamilton | 1,118 | ..... | 1,118 | 538,498 | ..... | 538,498 | 81,351 | ..... | 81,351 |
| Herkimer | 9,413 | 427 | 9,840 | 5,808,518 | 176,777 | 5,985,295 | 1,007,063 | 30,761 | 1,037,824 |
| Jefferson, towns | 11,886 | 581 | 12,467 | 6,904,116 | 225,977 | 7,130,093 | 1,078,191 | 36,940 | 1,115,131 |
| Watertown | 1,865 | ..... | 1,865 | 1,265,000 | ..... | 1,265,000 | 257,702 | ..... | 257,702 |

TABLE No. 4 — (Continued).

| COUNTIES, TOWNS AND CITIES. | Number of children attending school during the year. | | Average daily attendance during the year. | | Whole number of days of attend- ance at the school during the year. | |
|--------------------------------|---|------------------------------------|--|--|--|------------|
| | 8. | 9. | 10. | 11. | 12. | 13. |
| | Residing in the district. | Residing in other districts. | Total. | Of children residing in the district. | Of children residing in other districts. | Total. |
| Kings, towns | 3,060 | 95 | 3,155 | 1,687,245 | 43,889 | 327,985 |
| Brooklyn | 98,115 | ..... | 98,115 | 63,943,000 | ..... | 12,976,924 |
| Lewis | 7,002 | 297 | 7,299 | 3,620,701 | 78,650 | 508,248 |
| Livingston | 7,336 | 460 | 7,796 | 4,266,040 | 205,030 | 708,285 |
| Madison | 9,021 | 675 | 9,696 | 5,310,540 | 324,594 | 848,728 |
| Monroe, towns | 10,988 | 536 | 11,524 | 5,980,787 | 227,601 | 1,011,044 |
| Rochester | 14,582 | ..... | 14,582 | 10,742,000 | ..... | 2,105,432 |
| Montgomery | 7,967 | 233 | 8,200 | 5,174,096 | 90,040 | 17,222 |
| New York | 234,320 | ..... | 234,320 | 152,936,000 | ..... | 29,533,945 |
| Niagara, towns | 8,958 | 235 | 9,193 | 4,937,183 | 94,569 | 839,471 |
| Lockport | 2,482 | ..... | 2,482 | 1,710,533 | ..... | 333,554 |
| Oneida, towns | 14,685 | 882 | 15,567 | 8,390,914 | 388,379 | 1,345,822 |
| Utica | 6,047 | ..... | 6,047 | 4,277,000 | ..... | 784,494 |
| Rome | 1,867 | ..... | 1,867 | 1,195,170 | ..... | 233,058 |
| Onondaga, towns | 14,700 | 885 | 15,585 | 9,193,383 | 374,117 | 1,595,682 |
| Syracuse | 10,199 | ..... | 10,199 | 7,989,000 | ..... | 1,565,844 |
| Ontario | 10,015 | 501 | 10,516 | 6,007,653 | 224,861 | 1,033,325 |
| Orange, towns | 14,733 | 411 | 15,144 | 8,554,976 | 227,453 | 1,637,199 |
| Newburgh | 3,293 | ..... | 3,293 | 2,272,278 | ..... | 472,634 |
| Orleans | 6,511 | 469 | 6,980 | 3,714,069 | 195,476 | 36,211 |
| Oswego, towns | 12,067 | 767 | 12,834 | 6,958,913 | 309,319 | 633,570 |
| City | 3,591 | ..... | 3,591 | 2,525,000 | ..... | 1,074,161 |
| Otsego | 11,442 | 632 | 12,074 | 6,306,821 | 257,652 | 492,375 |
| Putnam | 2,807 | 132 | 2,939 | 1,381,126 | 51,580 | 1,043,263 |
| Queens, towns | 13,198 | 301 | 13,499 | 7,520,713 | 146,606 | 254,228 |
| Long Island City | 4,553 | ..... | 4,553 | 2,886,000 | ..... | 1,473,233 |
| Rensselaer, towns | 11,995 | 259 | 12,254 | 7,121,812 | 130,297 | 585,858 |
| Troy | 8,765 | ..... | 8,765 | 5,773,000 | ..... | 1,251,644 |
| Richmond | 7,069 | 218 | 7,287 | 4,058,000 | 145,000 | 1,200,910 |
| Rockland | 5,373 | 91 | 5,464 | 2,893,769 | 46,021 | 668,858 |
| St. Lawrence, towns | 17,392 | 944 | 18,336 | 9,857,033 | 294,492 | 572,467 |
| Ogdensburg | 1,731 | ..... | 1,731 | 1,213,000 | ..... | 1,484,651 |
| | | | | | | 234,109 |

| | | | | | | | | | |
|--------------------------|-----------|--------|-----------|-------------|------------|-------------|-------------|-----------|-------------|
| Saratoga..... | 11,520 | 385 | 11,905 | 6,533,152 | 156,251 | 6,689,403 | 1,113,768 | 25,735 | 1,139,503 |
| Schenectady, towns | 1,896 | 139 | 2,035 | 1,004,478 | 75,334 | 1,079,812 | 180,496 | 12,169 | 1,192,665 |
| City | 2,234 | ..... | 2,234 | 1,600,000 | ..... | 1,600,000 | 305,512 | ..... | 305,512 |
| Schoharie..... | 7,150 | 337 | 7,487 | 3,843,156 | 130,389 | 3,973,545 | 633,015 | 22,146 | 655,161 |
| Schuyler..... | 3,851 | 178 | 4,029 | 2,242,800 | 74,702 | 2,317,502 | 366,932 | 12,014 | 378,946 |
| Seneca | 5,259 | 308 | 5,567 | 3,134,296 | 148,073 | 3,282,369 | 564,606 | 26,849 | 591,455 |
| Steuben | 18,615 | 820 | 19,435 | 11,080,724 | 361,654 | 11,442,378 | 1,786,786 | 65,311 | 1,852,097 |
| Suffolk | 10,898 | 175 | 11,073 | 6,237,500 | 111,274 | 6,348,774 | 1,141,932 | 20,911 | 1,162,843 |
| Sullivan..... | 8,129 | 182 | 8,311 | 3,999,011 | 52,030 | 4,051,041 | 630,575 | 9,217 | 1,639,792 |
| Tioga..... | 7,120 | 463 | 7,583 | 4,435,336 | 213,440 | 4,648,776 | 757,793 | 39,521 | 797,314 |
| Tompkins..... | 6,495 | 513 | 7,008 | 3,980,061 | 253,137 | 4,242,198 | 703,797 | 45,475 | 749,272 |
| Ulster | 18,387 | 294 | 18,681 | 9,375,943 | 158,107 | 9,534,050 | 1,793,875 | 31,306 | 1,825,181 |
| Warren.. .. | 5,545 | 166 | 5,711 | 2,991,131 | 54,315 | 3,045,446 | 454,097 | 7,984 | 462,081 |
| Washington | 10,309 | 645 | 10,954 | 6,097,878 | 280,488 | 6,378,366 | 1,013,691 | 48,124 | 1,061,815 |
| Wayne | 11,071 | 483 | 11,554 | 6,490,541 | 231,256 | 6,721,797 | 1,099,694 | 42,094 | 1,141,788 |
| Westchester, towns..... | 16,292 | 400 | 16,692 | 9,949,789 | 222,101 | 10,171,890 | 1,887,224 | 42,573 | 1,929,797 |
| Yonkers | 2,884 | ..... | 2,884 | 1,784,000 | ..... | 1,784,000 | 353,232 | ..... | 353,232 |
| Wyoming..... | 6,974 | 502 | 7,476 | 3,917,352 | 227,573 | 4,144,925 | 625,495 | 41,055 | 666,550 |
| Yates | 3,900 | 295 | 4,195 | 2,461,331 | 100,525 | 2,561,856 | 412,788 | 17,683 | 430,471 |
| Total for towns..... | 545,992 | 23,959 | 569,951 | 311,024,391 | 10,121,227 | 321,145,618 | 52,433,354 | 1,824,784 | 54,258,138 |
| Total for cities... .. | 457,816 | ..... | 457,816 | 304,667,384 | . ..... | 304,667,384 | 59,670,512 | ..... | 59,670,512 |
| Total for State..... | 1,003,808 | 23,959 | 1,027,767 | 615,691,775 | 10,121,227 | 625,813,002 | 112,103,866 | 1,824,784 | 113,928,650 |

TABLE No. 4 — (Continued).

| COUNTIES, TOWNS AND CITIES | DISTRICT LIBRARIES. | | | SCHOOL-HOUSES. | | | | | 23. | |
|-------------------------------|--|-------------------|--------------------------------|----------------|--------|--------|--------|--------|-----------------------------|---------------------------------|
| | 20. | | 21. | 22. | | | | | Value of school-house site. | Value of school-house and site. |
| | Number of volumes in district library. | Value of library. | District has case for library. | Log. | Frame. | Brick. | Stone. | Total. | | |
| Albany, towns | 8, 169 | \$56, 789 | 85 | ..... | 115 | 34 | 7 | 156 | \$34, 880 | \$204, 743 |
| City | 6, 460 | 7, 385 | ..... | ..... | 1 | 24 | ..... | 25 | 169, 000 | 788, 500 |
| Cohoes | 2, 365 | 2, 500 | ..... | ..... | 2 | 8 | ..... | 10 | 41, 000 | 111, 000 |
| Allegany | 5, 885 | 3, 689 | 69 | ..... | 253 | 2 | ..... | 255 | 30, 603 | 177, 492 |
| Broome, towns. | 4, 593 | 2, 434 | 70 | ..... | 210 | 3 | ..... | 213 | 22, 018 | 122, 293 |
| Binghamton | 5, 494 | 7, 153 | ..... | ..... | ..... | 9 | ..... | 9 | 56, 500 | 216, 500 |
| Cattaraugus | 7, 337 | 5, 053 | 85 | 1 | 280 | 13 | ..... | 294 | 56, 661 | 305, 155 |
| Cayuga, towns | 8, 267 | 2, 861 | 113 | ..... | 197 | 30 | 8 | 235 | 27, 040 | 184, 880 |
| Auburn | 700 | 1, 000 | ..... | ..... | ..... | 14 | ..... | 14 | 45, 000 | 185, 000 |
| Chautauqua, towns | 10, 474 | 9, 361 | 69 | ..... | 271 | 20 | ..... | 291 | 81, 528 | 405, 988 |
| Dunkirk | 695 | 723 | ..... | ..... | 2 | 7 | ..... | 9 | 30, 000 | 114, 000 |
| Chemung, towns | 2, 676 | 1, 316 | 38 | ..... | 116 | ..... | ..... | 116 | 19, 543 | 85, 638 |
| Elmira | 3, 980 | 3, 100 | ..... | ..... | ..... | 8 | ..... | 8 | 75, 000 | 345, 000 |
| Chenango | 13, 985 | 10, 049 | 135 | ..... | 275 | 3 | ..... | 278 | 25, 320 | 114, 750 |
| Clinton | 8, 553 | 4, 182 | 88 | 27 | 166 | 30 | 12 | 235 | 18, 680 | 174, 995 |
| Columbia, towns | 5, 465 | 2, 956 | 75 | ..... | 158 | 13 | ..... | 171 | 25, 762 | 170, 642 |
| Hudson | 936 | 3, 500 | ..... | ..... | ..... | 3 | ..... | 3 | 8, 500 | 46, 000 |
| Cortland | 6, 210 | 3, 078 | 86 | ..... | 158 | 4 | 1 | 163 | 18, 829 | 143, 454 |
| Delaware | 8, 419 | 4, 088 | 119 | 1 | 342 | 1 | 4 | 348 | 24, 534 | 151, 824 |
| Dutchess, towns. | 9, 331 | 5, 109 | 108 | ..... | 190 | 14 | ..... | 204 | 34, 608 | 254, 046 |
| Poughkeepsie | 14, 240 | 19, 922 | ..... | ..... | ..... | 7 | ..... | 7 | 23, 600 | 128, 005 |
| Erie, towns | 15, 082 | 9, 142 | 134 | ..... | 226 | 44 | 13 | 233 | 52, 037 | 298, 587 |
| Buffalo | 23, 646 | 21, 340 | ..... | ..... | 5 | 39 | 1 | 45 | 305, 185 | 1, 073, 935 |
| Essex | 8, 210 | 5, 133 | 106 | 3 | 161 | 15 | 3 | 182 | 12, 680 | 122, 251 |
| Franklin | 6, 175 | 5, 084 | 51 | 14 | 156 | 11 | 6 | 187 | 25, 762 | 167, 353 |
| Fulton | 6, 648 | 4, 046 | 45 | ..... | 113 | 7 | ..... | 120 | 29, 880 | 143, 790 |

| | | | | | | | | | | |
|---------------------------|---------|---------|-------|-------|-------|-------|-------|-----|-------------|--------------|
| Genesee | 8, 484 | 8, 746 | 64 | ..... | 115 | 8 | 13 | 136 | 30, 658 | 139, 370 |
| Gréene | 5, 919 | 1, 950 | 73 | ..... | 141 | 10 | 5 | 156 | 17, 218 | 106, 100 |
| Hamilton | 13, 137 | 46 | ..... | 2 | 35 | ..... | ..... | 37 | 1, 455 | 14, 530 |
| Herkimer | 13, 462 | 7, 505 | 100 | ..... | 169 | 13 | 12 | 194 | 56, 638 | 236, 978 |
| Jefferson, towns | 8, 652 | 3, 616 | 146 | ..... | 321 | 5 | 29 | 355 | 35, 715 | 294, 315 |
| Watertown | 4, 000 | 4, 000 | ..... | ..... | ..... | 7 | 2 | 9 | 10, 000 | 110, 000 |
| Kings, towns | 7, 072 | 4, 019 | 15 | ..... | 15 | 1 | ..... | 16 | 30, 430 | 131, 510 |
| Brooklyn | 23, 322 | 26, 720 | ..... | ..... | 6 | 65 | ..... | 71 | 651, 937 | 3, 857, 937 |
| Lewis | 5, 469 | 2, 155 | 100 | ..... | 210 | 5 | 3 | 218 | 14, 095 | 109, 575 |
| Livingston | 6, 375 | 5, 402 | 44 | ..... | 168 | 12 | 3 | 183 | 25, 695 | 175, 405 |
| Madison | 11, 589 | 8, 896 | 127 | ..... | 209 | 7 | 4 | 220 | 27, 312 | 203, 697 |
| Monroe, towns | 2, 926 | 2, 003 | 53 | ..... | 142 | 56 | 20 | 218 | 45, 427 | 253, 056 |
| Rochester | 17, 404 | 17, 404 | ..... | ..... | ..... | 30 | ..... | 30 | 150, 000 | 900, 000 |
| Montgomery | 7, 935 | 4, 956 | 53 | ..... | 97 | 16 | 7 | 120 | 42, 035 | 161, 560 |
| New York | 33, 258 | 14, 966 | ..... | ..... | 8 | 124 | ..... | 132 | 4, 426, 845 | 13, 220, 541 |
| Niagara, towns | 10, 082 | 6, 048 | 91 | ..... | 104 | 40 | 24 | 168 | 31, 395 | 214, 310 |
| Lockport | 4, 100 | 4, 000 | ..... | ..... | ..... | 5 | 1 | 6 | 32, 000 | 104, 000 |
| Oneida, towns | 17, 423 | 9, 226 | 181 | ..... | 348 | 13 | 14 | 375 | 41, 185 | 272, 910 |
| Utica | 10, 479 | 20, 958 | ..... | ..... | ..... | 18 | ..... | 18 | 92, 114 | 326, 754 |
| Rome | 1, 305 | 670 | ..... | ..... | 2 | 6 | ..... | 8 | 21, 000 | 72, 000 |
| Onondaga, towns | 14, 531 | 9, 054 | 169 | ..... | 210 | 47 | 22 | 279 | 61, 434 | 339, 044 |
| Syracuse | 17, 182 | 31, 000 | ..... | ..... | 2 | 16 | ..... | 18 | 159, 000 | 754, 000 |
| Ontario | 10, 261 | 7, 075 | 92 | ..... | 148 | 41 | 13 | 202 | 52, 885 | 333, 965 |
| Orange, towns | 21, 171 | 16, 100 | 124 | ..... | 145 | 32 | 18 | 195 | 65, 810 | 306, 099 |
| Newburgh | 15, 721 | 24, 300 | ..... | ..... | ..... | 6 | ..... | 6 | 30, 000 | 190, 000 |
| Orleans | 5, 010 | 3, 532 | 60 | ..... | 97 | 14 | 25 | 136 | 34, 595 | 169, 370 |
| Oswego, towns | 7, 400 | 4, 415 | 131 | ..... | 263 | 27 | 7 | 298 | 31, 563 | 251, 310 |
| City | 5, 787 | 5, 701 | 167 | ..... | 6 | 7 | 1 | 14 | 27, 140 | 163, 230 |
| Otsego | 11, 215 | 5, 224 | 40 | ..... | 304 | 3 | 5 | 312 | 38, 601 | 205, 668 |
| Putnam | 3, 172 | 1, 703 | 76 | ..... | 55 | 5 | ..... | 60 | 11, 910 | 55, 745 |
| Queens, towns | 16, 612 | 11, 041 | ..... | ..... | 84 | 4 | ..... | 88 | 65, 335 | 329, 785 |
| Long Island City | 11, 939 | 1, 075 | ..... | ..... | 5 | 4 | ..... | 9 | 12, 000 | 82, 000 |
| Rensselaer, towns | 11, 779 | 5, 659 | 115 | ..... | 161 | 24 | 1 | 186 | 47, 485 | 286, 130 |
| Troy | 1, 400 | 1, 275 | ..... | ..... | 1 | 15 | ..... | 16 | 80, 000 | 439, 000 |
| Richmond | 7, 376 | 6, 680 | 25 | ..... | 18 | 10 | 1 | 29 | 35, 775 | 204, 875 |
| Rockland | 6, 762 | 2, 641 | 35 | ..... | 39 | 7 | 2 | 48 | 24, 665 | 166, 275 |
| St. Lawrence, towns | 10, 145 | 4, 176 | 168 | ..... | 409 | 52 | 13 | 487 | 37, 702 | 328, 788 |
| Ogdensburg | 3, 991 | 3, 066 | ..... | ..... | 1 | 7 | 2 | 10 | 16, 888 | 78, 888 |
| Saratoga | 8, 885 | 3, 630 | 29 | ..... | 184 | 42 | 6 | 232 | 58, 033 | 213, 770 |
| Schenectady, towns | 1, 926 | 576 | 42 | ..... | 47 | 11 | 2 | 60 | 7, 300 | 35, 910 |
| City | 3, 060 | 4, 800 | ..... | ..... | ..... | 6 | 1 | 7 | 2, 400 | 72, 400 |
| Schoharie | 5, 886 | 2, 941 | 94 | ..... | 193 | 4 | 1 | 198 | 22, 457 | 168, 482 |
| Schuyler | 2, 173 | 1, 246 | 6 | ..... | 107 | 1 | 1 | 109 | 15, 915 | 77, 260 |
| Seneca | 5, 814 | 4, 130 | 48 | ..... | 63 | 36 | 1 | 100 | 23, 200 | 167, 475 |
| Steuben | 11, 506 | 7, 437 | 122 | ..... | 371 | 7 | 6 | 384 | 62, 093 | 408, 693 |
| Suffolk | 13, 349 | 7, 033 | 116 | ..... | 139 | 6 | ..... | 145 | 45, 323 | 248, 175 |
| Sullivan | 6, 370 | 2, 468 | 89 | ..... | 185 | 2 | 1 | 188 | 10, 740 | 95, 990 |
| Tioga | 9, 295 | 3, 647 | 68 | ..... | 158 | 5 | ..... | 163 | 21, 125 | 123, 230 |
| Tompkins | 7, 905 | 5, 079 | 56 | ..... | 153 | 7 | 1 | 161 | 60, 460 | 239, 560 |
| Ulster | 17, 377 | 10, 864 | 148 | ..... | 202 | 28 | 8 | 238 | 88, 422 | 427, 970 |

TABLE No. 4 -- (Continued).

| COUNTIES, TOWNS AND CITIES. | DISTRICT LIBRARIES. | | | SCHOOL-HOUSES. | | | | | 23. | |
|--------------------------------|--|-------------------|--------------------------------|----------------|--------|--------|--------|--------|-----------------------------|---------------------------------|
| | 20. | | 21. | 22. | | | | | Value of school-house site. | Value of school-house and site. |
| | Number of volumes in district library. | Value of library. | District has case for library. | Log. | Frame. | Brick. | Stone. | Total. | | |
| Warren | 2,614 | \$1,368 | 43 | ..... | 134 | 4 | 3 | 141 | \$23,541 | \$97,121 |
| Washington | 13,126 | 8,890 | 110 | ..... | 190 | 46 | 3 | 239 | 33,020 | 233,718 |
| Wayne | 11,458 | 7,565 | 121 | ..... | 159 | 29 | 26 | 214 | 37,899 | 231,979 |
| Westchester, towns | 32,698 | 23,859 | 118 | ..... | 120 | 29 | 3 | 152 | 140,905 | 628,542 |
| Yonkers | 5,200 | 7,500 | .. | ..... | 1 | 6 | .. | 7 | 22,625 | 129,821 |
| Wyoming | 8,846 | 5,149 | 75 | ..... | 166 | 5 | 1 | 172 | 25,535 | 165,222 |
| Yates | 2,676 | 2,235 | 1 | ..... | 92 | 10 | 4 | 106 | 25,010 | 82,225 |
| Total for towns | 528,842 | \$374,355 | 5,011 | 62 | 10,057 | 968 | 362 | 11,449 | \$2,153,361 | \$12,153,573 |
| Total for cities | 205,664 | \$234,058 | | .. | 42 | 441 | 8 | 491 | \$6,487,734 | \$23,508,511 |
| Total for State | 734,506 | \$608,413 | 5,011 | 62 | 10,099 | 1,409 | 370 | 11,940 | \$8,641,095 | \$35,662,084 |

TABLE No. 5.
ABSTRACT of the Financial Reports of School Commissioners for the year ending August 30, 1886.

RECEIPTS.

| COUNTIES, TOWNS AND CITIES. | 1. | 2. | 3. | 4 | 5. | | 6. |
|--------------------------------|---------------------------------------|---------------------------------------|---|----------------|-------------------------|-----------------------------|-------------|
| | Amount on hand August 21, 1885. | Amount apportioned to district. | Proceeds of Gospel and School Lands | Raised by tax. | From all other sources. | | |
| | | | | | Teachers' board. | Other sources not named. | |
| Albany, towns | \$5,452 87 | \$25,866 71 | — | \$51,060 07 | \$2,550 94 | \$725 64 | \$85,655 63 |
| City | 95,030 73 | 44,502 72 | — | 150,000 00 | — | 8,352 29 | 297,885 74 |
| Cohoes | 28,830 65 | 10,208 85 | — | 21,931 21 | — | 754 80 | 61,725 51 |
| Allegany | 3,533 68 | 33,016 73 | \$4 64 | 51,092 01 | 1,865 54 | 13,012 60 | 102,525 20 |
| Broome, towns | 1,735 90 | 26,351 94 | 42 28 | 37,980 98 | 951 23 | 2,792 34 | 69,854 67 |
| Binghamton | 6,758 80 | 11,298 94 | — | 37,000 00 | — | 1,371 45 | 56,429 19 |
| Cattaraugus | 12,750 44 | 42,199 56 | — | 91,696 29 | 1,688 00 | 29,745 71 | 178,080 00 |
| Cayuga, towns | 3,731 32 | 30,928 34 | 1,921 09 | 39,714 48 | 361 00 | 2,960 73 | 79,616 96 |
| Auburn | 1,053 59 | 12,797 29 | — | 49,508 57 | — | 10,783 11 | 74,142 56 |
| Chautauqua, towns | 5,164 35 | 43,053 09 | — | 69,383 08 | 1,142 13 | 11,093 07 | 129,835 72 |
| Dunkirk | 2,616 95 | 5,574 91 | — | 21,742 98 | — | 241 20 | 30,176 04 |
| Chemung, towns | 1,734 91 | 15,422 64 | — | 21,657 26 | 661 82 | 924 17 | 40,400 80 |
| Elmira | 2,703 65 | 11,994 12 | — | 49,190 37 | — | 1,897 83 | 65,785 97 |
| Chenango | 2,479 04 | 34,257 35 | 685 74 | 37,318 89 | 3,868 86 | 3,697 69 | 82,307 57 |
| Clinton | 1,302 75 | 34,079 93 | 535 21 | 37,473 52 | 203 50 | 5,946 94 | 79,541 85 |
| Columbia, towns | 2,197 01 | 25,097 75 | 26 15 | 52,090 32 | — | 2,115 65 | 81,526 88 |
| Hudson | 5,621 52 | 4,934 90 | — | 8,750 00 | — | 189 39 | 19,495 81 |
| Cortland | 7,348 95 | 20,007 09 | 768 80 | 29,926 49 | 917 08 | 2,529 94 | 61,498 35 |
| Delaware | 1,110 87 | 36,871 02 | 100 00 | 36,714 33 | 13,904 68 | 6,770 74 | 95,471 64 |
| Dutchess, towns | 7,372 76 | 34,497 52 | 2 25 | 71,321 09 | — | 1,354 76 | 114,548 38 |
| Poughkeepsie | 16,927 71 | 10,970 28 | — | 28,333 00 | — | 747 34 | 56,978 33 |
| Erie, towns | 9,711 96 | 42,526 96 | 2 75 | 66,721 29 | — | 19,120 96 | 138,083 92 |
| Buffalo. | 229,552 61 | 81,963 23 | — | 440,238 57 | — | — | 751,754 41 |
| Essex | 2,151 63 | 25,934 41 | — | 35,599 89 | 436 60 | 2,420 45 | 66,542 98 |
| Franklin | 2,228 32 | 24,677 04 | 259 77 | 31,687 68 | 5,572 64 | 1,098 09 | 65,523 54 |
| Fulton | 2,513 75 | 20,636 61 | 42 08 | 46,194 24 | 72 00 | 3,151 07 | 72,609 75 |
| Genesee | 4,444 36 | 20,965 22 | — | 36,847 78 | — | 3,855 58 | 66,112 94 |

TABLE No. 5—(Continued).
RECEIPTS.

| COUNTIES, TOWNS AND CITIES. | 1. | 2. | 3. | 4. | 5. | | 6. |
|--------------------------------|---------------------------------------|---------------------------------------|--|----------------|-------------------------|-----------------------------|--------------|
| | Amount on hand August 21, 1885. | Amount apportioned to district. | Proceeds of Gospel and School Lands. | Raised by tax. | From all other sources. | | |
| | | | | | Teachers' board. | Other sources not named. | |
| Greene | \$1,567 12 | \$21,674 03 | ..... | \$28,779 86 | \$2,086 00 | \$1,390 63 | \$55,497 64 |
| Hamilton | 117 11 | 3,507 17 | \$25 37 | 4,549 41 | ..... | 197 79 | 8,396 85 |
| Herkimer | 4,001 04 | 29,877 13 | 80 00 | 60,708 05 | 1,013 30 | 10,857 38 | 106,536 90 |
| Jefferson, towns | 2,567 61 | 43,826 64 | ..... | 59,123 32 | 2,960 50 | 35,641 16 | 144,119 23 |
| Watertown | 2,368 22 | 7,464 23 | ..... | 26,500 00 | ..... | 6,073 20 | 42,405 65 |
| Kings, towns | 13,024 51 | 7,641 30 | ..... | 33,088 16 | ..... | 9,863 47 | 63,617 44 |
| Brooklyn | 842,291 13 | 275,572 99 | 1 00 | 1,536,626 30 | ..... | 40,049 59 | 2,694,541 01 |
| Lewis | 1,569 07 | 23,991 25 | 38 42 | 29,153 46 | 881 00 | 1,425 17 | 57,058 27 |
| Livingston | 2,664 65 | 26,528 88 | ..... | 44,909 65 | 73 00 | 2,505 56 | 76,681 74 |
| Madison | 3,936 03 | 31,937 68 | 300 95 | 42,897 85 | 830 73 | 4,611 96 | 84,515 20 |
| Monroe, towns | 5,184 15 | 33,475 88 | 8,138 74 | 58,800 67 | 35 39 | 2,755 91 | 108,390 74 |
| Rochester | 145,321 58 | 48,420 38 | ..... | 234,000 00 | ..... | 2,392 75 | 430,134 71 |
| Montgomery | 7,660 82 | 22,224 66 | 20 00 | 56,042 59 | 1,145 87 | 3 34 | 87,097 28 |
| New York | ..... | 589,310 96 | ..... | 3,589,230 17 | ..... | ..... | 4,178,541 13 |
| Niagara, towns | 3,632 41 | 25,665 98 | 309 05 | 51,256 87 | ..... | 2,497 18 | 83,261 49 |
| Lockport | 4,828 02 | 7,484 88 | ..... | 19,000 00 | ..... | 2,846 17 | 34,159 07 |
| Oneida, towns | 4,263 14 | 50,297 36 | 280 73 | 61,784 75 | 518 78 | 5,921 37 | 123,066 13 |
| Utica | 5,614 41 | 19,955 61 | ..... | 65,000 04 | ..... | 1,379 39 | 91,949 45 |
| Rome | ..... | 5,956 99 | ..... | 14,588 74 | ..... | 1,201 13 | 21,746 86 |
| Onondaga, towns | 11,383 33 | 45,680 95 | 2,938 66 | 83,366 22 | 200 06 | 10,395 08 | 153,964 30 |
| Syracuse | 73,789 95 | 30,467 61 | ..... | 126,579 31 | ..... | 3,862 73 | 234,699 60 |
| Ontario | 9,939 28 | 32,232 48 | ..... | 61,954 66 | 133 00 | 3,546 17 | 107,805 59 |
| Orange, towns | 12,731 95 | 43,340 84 | 8 00 | 90,032 56 | ..... | 14,353 99 | 160,467 34 |
| Newburgh | 31,983 78 | 9,939 34 | ..... | 41,836 69 | ..... | 30,622 98 | 114,382 79 |
| Orleans | 3,496 92 | 21,035 56 | ..... | 37,725 37 | 117 50 | 3,078 01 | 65,453 36 |
| Oswego, towns | 3,043 89 | 40,584 13 | 314 66 | 47,201 92 | 604 50 | 6,768 77 | 98,517 87 |
| City | 2,149 70 | 11,568 03 | ..... | 35,000 00 | ..... | 330 00 | 49,047 73 |
| Otsego | 2,469 45 | 39,353 23 | 103 72 | 63,492 78 | 3,343 60 | 12,112 40 | 120,875 18 |
| Putnam | 1,663 60 | 9,178 52 | 27 74 | 20,851 79 | ..... | 382 34 | 32,103 99 |
| Queens, towns | 31,814 85 | 37,899 43 | 11,850 94 | 108,910 64 | ..... | 19,590 65 | 210,066 51 |
| Long Island City | 37,117 41 | 9,470 61 | ..... | 45,822 00 | ..... | ..... | 92,410 02 |
| Rensselaer, towns | 3,827 28 | 36,727 21 | 266 24 | 85,085 71 | 204 50 | 4,202 75 | 130,313 69 |
| Troy | 21,367 36 | 27,593 64 | ..... | 100,000 00 | ..... | 2,129 61 | 151,090 61 |
| Richmond | 11,665 18 | 18,953 39 | ..... | 79,506 59 | ..... | 12,292 70 | 122,417 86 |

| | | | | | |
|---------------------|----------------|----------------|----------------|--------------|-----------------|
| Rockland | 12,791 83 | 14,361 50 | 50,034 55 | 654 30 | 77,842 18 |
| St. Lawrence, towns | 3,821 03 | 58,944 06 | 65,109 91 | 13,311 63 | 146,954 66 |
| Ogdensburg | 15,456 77 | 5,353 30 | 14,000 00 | 2,550 12 | 37,360 19 |
| Saratoga | 18,127 35 | 36,037 29 | 81,822 70 | 15,674 90 | 151,671 90 |
| Schenectady, towns | 482 59 | 6,487 24 | 16,147 90 | 41 29 | 23,159 02 |
| City | | 7,788 44 | 19,760 00 | 560 75 | 28,109 19 |
| Schoharie | 914 49 | 24,293 47 | 41,551 68 | 2,158 05 | 76,106 69 |
| Schuyler | 3,229 23 | 14,108 58 | 19,252 16 | 666 43 | 39,172 89 |
| Seneca | 8,602 15 | 18,298 43 | 33,471 62 | 13,182 78 | 74,988 45 |
| Steuben | 17,972 53 | 58,181 88 | 95,199 65 | 25,579 74 | 201,971 40 |
| Suffolk | 11,828 39 | 30,729 13 | 84,935 78 | 3,350 42 | 131,187 72 |
| Sullivan | 1,380 89 | 22,853 68 | 28,052 13 | 3,771 91 | 53,058 61 |
| Tioga | 2,625 28 | 25,332 88 | 42,673 99 | 3,761 46 | 75,613 11 |
| Tompkins | 1,803 08 | 23,588 64 | 43,284 10 | 8,351 20 | 79,306 58 |
| Ulster | 8,235 83 | 50,309 28 | 101,248 24 | 2,995 92 | 165,696 44 |
| Warren | 1,350 34 | 17,862 85 | 22,033 69 | 2,285 16 | 42,080 69 |
| Washington | 2,688 31 | 34,582 87 | 52,249 15 | 5,000 18 | 95,874 42 |
| Wayne | 4,372 93 | 34,867 25 | 56,774 11 | 3,608 96 | 100,217 52 |
| Westchester, towns | 68,449 93 | 49,006 68 | 224,477 18 | 11,781 73 | 354,081 20 |
| Yonkers | 8,788 95 | 9,365 18 | 78,532 30 | 625 50 | 97,311 93 |
| Wyoming | 2,263 78 | 22,893 61 | 33,590 98 | 3,825 30 | 62,574 74 |
| Yates | 654 00 | 14,434 36 | 19,936 37 | 2,294 34 | 39,174 80 |
| Total for towns | \$390,782 22 | \$1,739,196 69 | \$3,165,548 46 | \$395,005 61 | \$5,800,794 50 |
| Total for cities | \$1,580,173 49 | \$1,259,957 43 | \$6,753,170 25 | \$118,961 33 | \$9,712,263 50 |
| Total for State | \$1,970,955 71 | \$2,999,154 12 | \$9,918,718 71 | \$513,966 94 | \$15,513,058 00 |

TABLE No. 5 — (Continued).

PAYMENTS.

| COUNTIES, TOWNS AND CITIES. | 7. For teachers' wages. | 8. For libraries. | 9. For school apparatus. | 10. For colored schools. | 11. For school-houses, sites, fences, out-houses, rep'rs, furniture, etc. | 12. For all other incidental expenses. | 13. Forfeited in hands of supervisor, first Tuesday of March, 1886 | 14. Amount remaining on hand August 20, 1886. | 15. Total. |
|--------------------------------|----------------------------|----------------------|-----------------------------|-----------------------------|--|---|---|--|---------------|
| Albany, towns..... | \$60,666 66 | \$335 15 | \$1,261 22 | ..... | \$8,570 78 | \$9,312 86 | ..... | \$5,508 96 | \$85,655 63 |
| City..... | 152,616 47 | 1,016 39 | 5,323 92 | ..... | 30,383 33 | 31,509 59 | ..... | 77,036 04 | 297,885 74 |
| Cohoes..... | 26,169 33 | 622 54 | 549 21 | ..... | 6,161 73 | 7,858 61 | ..... | 20,364 09 | 61,725 51 |
| Allegany..... | 67,339 64 | 141 40 | 333 77 | ..... | 20,438 56 | 8,264 85 | \$15 02 | 5,991 96 | 102,525 20 |
| Broome, towns..... | 51,071 71 | 37 03 | 209 92 | ..... | 9,026 70 | 7,524 44 | 2 75 | 1,982 12 | 69,854 67 |
| Binghamton..... | 35,731 40 | 967 30 | 344 13 | ..... | 3,845 00 | 9,221 69 | ..... | 6,319 67 | 56,429 19 |
| Cattaraugus..... | 96,140 42 | 1,314 68 | 240 64 | ..... | 47,095 13 | 13,026 86 | ..... | 20,262 27 | 178,080 00 |
| Cayuga, towns..... | 59,449 43 | 88 65 | 500 35 | ..... | 8,870 94 | 7,577 06 | ..... | 3,130 53 | 79,616 96 |
| Auburn..... | 37,548 75 | 564 46 | 274 27 | ..... | 19,821 81 | 9,571 28 | ..... | 6,361 99 | 74,142 56 |
| Chautauqua, towns..... | 98,571 97 | 618 71 | 177 49 | ..... | 9,628 24 | 16,466 79 | 2 56 | 4,369 96 | 129,835 72 |
| Dunkirk..... | 16,398 84 | 2 25 | 44 85 | ..... | 1,670 33 | 7,563 88 | ..... | 4,495 89 | 30,176 04 |
| Chemung, towns..... | 31,375 03 | 69 09 | 212 07 | ..... | 3,677 69 | 3,405 65 | ..... | 1,661 27 | 40,400 80 |
| Elmira..... | 39,374 35 | 1,366 86 | 52 83 | ..... | 14,194 05 | 9,065 75 | ..... | 1,732 13 | 65,785 97 |
| Chenango..... | 66,658 51 | 116 47 | 279 95 | ..... | 6,618 92 | 7,387 63 | ..... | 1,246 09 | 82,307 57 |
| Clinton..... | 54,665 25 | 96 63 | 169 83 | ..... | 15,217 15 | 8,020 43 | ..... | 1,372 56 | 79,541 85 |
| Columbia, towns..... | 61,257 47 | 111 90 | 698 76 | ..... | 9,452 20 | 8,024 93 | ..... | 1,881 62 | 81,526 88 |
| Hudson..... | 9,926 42 | 33 02 | 85 05 | ..... | 2,059 22 | 1,785 56 | ..... | 5,606 54 | 19,495 81 |
| Cortland..... | 36,721 68 | 15 30 | 864 47 | ..... | 8,919 11 | 4,831 64 | ..... | 10,146 15 | 61,498 35 |
| Delaware..... | 76,517 75 | 151 78 | 220 45 | ..... | 9,506 30 | 6,616 25 | 7 77 | 2,451 34 | 95,471 64 |
| Dutchess, towns..... | 87,915 56 | 144 24 | 328 37 | \$540 50 | 9,305 99 | 10,210 83 | ..... | 6,102 89 | 114,548 38 |
| Poughkeepsie..... | 27,260 60 | 3,283 93 | 2,177 14 | ..... | 2,645 92 | 5,304 81 | ..... | 16,305 93 | 56,978 33 |
| Erie, towns..... | 87,642 59 | 1,024 89 | 986 39 | ..... | 28,247 95 | 11,585 81 | 34 88 | 8,561 41 | 138,083 92 |
| Buffalo..... | 358,167 45 | 1,526 05 | 665 51 | ..... | 134,602 31 | 43,859 06 | ..... | 212,934 03 | 751,754 41 |
| Essex..... | 50,164 62 | 3,386 42 | 81 09 | ..... | 7,115 52 | 6,714 58 | ..... | 2,080 75 | 66,542 98 |
| Franklin..... | 43,402 00 | 96 83 | 1,252 32 | ..... | 11,016 95 | 7,081 02 | 66 | 2,673 76 | 65,523 54 |
| Fulton..... | 45,843 18 | 445 62 | 4 25 | ..... | 15,769 04 | 9,199 64 | 3 16 | 1,314 86 | 72,609 75 |
| Genesee..... | 46,026 17 | 335 86 | 350 55 | ..... | 3,435 68 | 10,151 81 | ..... | 5,812 87 | 66,112 94 |

| | | | | | | | | | |
|--------------------------|--------------|----------|------------|-----------|------------|------------|-------|--------------|--------------|
| Greene..... | 45,560 66 | 76 04 | 92 45 | 405 00 | 3,529 33 | 4,673 93 | 6 09 | 1,154 14 | 55,497 64 |
| Hamilton.. | 7,035 85 | ..... | 34 50 | ..... | 15,253 08 | 708 55 | ..... | 364 87 | 8,396 85 |
| Herkimer .. | 73,612 81 | 1,082 90 | 347 55 | ..... | 15,808 20 | 10,464 80 | ..... | 5,220 64 | 106,536 90 |
| Jefferson towns .. | 81,700 63 | 196 99 | 420 95 | ..... | 47,286 33 | 9,937 74 | 1 03 | 4,575 56 | 144,119 23 |
| Watertown .. | 18,747 20 | 227 50 | 185 52 | ..... | 17,943 73 | 5,301 70 | ..... | ..... | 42,405 65 |
| Kings. towns..... | 27,861 01 | 196 54 | 767 45 | 680 03 | 10,024 15 | 7,382 17 | ..... | 16,706 09 | 63,617 44 |
| Brooklyn .. | 940,857 03 | 2,352 35 | 96,863 29 | 14,180 50 | 366,880 16 | 188,618 34 | ..... | 1,084,789 34 | 2,694,541 01 |
| Lewis .. | 40,433 83 | 37 74 | 339 19 | ..... | 11,790 28 | 3,609 38 | 11 46 | 836 49 | 76,681 74 |
| Livingston..... | 55,927 30 | 284 00 | 440 93 | ..... | 8,209 15 | 8,343 63 | ..... | 3,476 73 | 84,515 20 |
| Madison .. | 66,037 19 | 196 08 | 598 89 | ..... | 5,326 36 | 8,697 98 | ..... | 3,658 70 | 108,390 74 |
| Monroe. towns..... | 73,165 62 | 61 30 | 942 04 | ..... | 17,550 49 | 9,681 12 | ..... | 4,990 17 | 430,134 71 |
| Rochester..... | 163,138 66 | 1,199 66 | 1,199 66 | ..... | 40,893 56 | 48,269 27 | ..... | 175,003 61 | 87,097 28 |
| Montgomery .. | 61,257 43 | 332 10 | 332 10 | ..... | 15,442 40 | 7,289 12 | ..... | 2,632 24 | 4,178,541 13 |
| New York .. | 2,943,908 50 | 143 99 | 151,344 23 | ..... | 623,048 93 | 460,239 47 | ..... | ..... | 83,361 49 |
| Niagara, towns..... | 53,413 10 | 371 75 | 812 23 | ..... | 14,701 70 | 9,091 74 | ..... | 4,970 97 | 34,159 07 |
| Lockport..... | 22,329 17 | 278 68 | 76 95 | ..... | 1,773 31 | 5,589 42 | ..... | 4,111 54 | 123,066 13 |
| Oneida, towns .. | 92,094 41 | 364 16 | 448 23 | ..... | 14,211 16 | 11,959 93 | ..... | 3,988 24 | 91,949 45 |
| Utica..... | 63,210 03 | 774 04 | 20 00 | ..... | 6,322 68 | 15,513 35 | ..... | 6,109 35 | 21,746 86 |
| Rome..... | 14,536 00 | 4 88 | 60 77 | ..... | 1,322 52 | 5,582 88 | ..... | 239 81 | 153,964 30 |
| Onondaga, towns..... | 105,965 43 | 296 68 | 2,499 78 | ..... | 19,458 16 | 15,358 12 | ..... | 10,386 13 | 234,699 60 |
| Syracuse..... | 103,910 81 | 3,115 41 | 1,500 00 | ..... | 12,977 97 | 16,110 45 | ..... | 97,084 96 | 107,805 59 |
| Ontario..... | 74,493 04 | 240 50 | 1,382 43 | ..... | 12,713 57 | 11,134 12 | ..... | 7,841 93 | 160,467 34 |
| Orange, towns..... | 107,695 32 | 1,390 57 | 978 95 | 436 61 | 22,032 47 | 17,166 26 | ..... | 10,767 16 | 114,382 79 |
| Newburgh..... | 31,017 50 | 1,103 01 | ..... | ..... | 50,095 55 | 9,583 62 | ..... | 22,583 11 | 65,453 36 |
| Orleans..... | 45,262 89 | 72 00 | 645 60 | ..... | 9,006 94 | 6,764 97 | ..... | 3,700 96 | 98,517 87 |
| Oswego, towns.. | 72,878 36 | 575 57 | 648 73 | ..... | 12,019 84 | 9,125 66 | ..... | 3,269 71 | 49,047 73 |
| City..... | 27,062 25 | 205 94 | 150 00 | ..... | 11,574 63 | 7,094 66 | ..... | 2,060 25 | 120,875 18 |
| Otsego..... | 80,483 32 | 93 28 | 296 68 | ..... | 21,390 15 | 11,390 11 | ..... | 7,221 64 | 32,103 99 |
| Putnam..... | 25,394 07 | 47 12 | 132 92 | ..... | 2,627 52 | 2,068 66 | ..... | 1,833 70 | 210,066 51 |
| Queens, towns .. | 113,444 83 | 679 06 | 4,289 95 | 3,200 02 | 32,901 30 | 21,646 56 | ..... | 33,904 79 | 92,410 02 |
| Long Island City..... | 28,196 53 | ..... | 1,939 76 | ..... | 16,861 83 | 6,747 21 | ..... | 38,661 69 | 130,313 69 |
| Rensselaer, towns .. | 89,101 52 | 384 30 | 408 07 | ..... | 11,610 31 | 24,649 14 | ..... | 4,160 35 | 151,090 61 |
| Troy..... | 96,158 80 | ..... | 168 50 | ..... | 20,927 16 | 19,021 11 | ..... | 14,815 04 | 122,417 86 |
| Richmond .. | 68,620 40 | 335 68 | 4,286 72 | 735 92 | 24,345 49 | 12,652 80 | ..... | 11,440 85 | 77,842 18 |
| Rockland .. | 43,563 73 | 147 78 | 512 54 | 504 12 | 15,207 58 | 6,837 03 | ..... | 11,069 40 | 146,954 66 |
| St. Lawrence, towns..... | 100,739 13 | 161 16 | 673 23 | ..... | 22,457 99 | 18,921 05 | ..... | 4,002 10 | 37,360 19 |
| Ogdensburg .. | 15,206 17 | 170 99 | 37 00 | ..... | 4,241 15 | 4,888 45 | ..... | 12,816 43 | 151,671 90 |
| Saratoga..... | 83,764 24 | 989 23 | 893 92 | ..... | 17,444 01 | 28,041 84 | 2 72 | 20,535 94 | 23,159 02 |
| Schenectady, towns .. | 14,553 04 | 4 80 | 23 83 | ..... | 6,971 55 | 1,357 65 | ..... | 248 15 | 28,109 19 |
| City..... | 22,941 85 | 142 04 | ..... | ..... | 1,522 79 | 3,502 51 | ..... | ..... | 76,106 69 |
| Schoharie..... | 53,788 33 | 154 44 | 152 96 | 144 80 | 14,655 32 | 5,920 53 | ..... | 1,290 31 | 39,172 89 |
| Schuyler..... | 28,546 27 | 1 00 | 132 79 | ..... | 3,361 79 | 3,351 71 | ..... | 3,779 33 | 74,988 45 |
| Seneca .. | 40,358 16 | 74 70 | 389 82 | ..... | 15,947 69 | 7,123 63 | ..... | 11,094 45 | 201,971 40 |
| Steuben .. | 121,369 90 | 436 58 | 1,071 73 | 827 66 | 47,656 15 | 20,996 18 | ..... | 10,440 86 | 131,187 72 |
| Suffolk .. | 87,661 28 | 355 79 | 374 36 | ..... | 14,366 62 | 15,123 94 | ..... | 12,478 07 | 53,058 61 |
| Sullivan .. | 41,715 46 | 42 47 | 191 15 | ..... | 6,323 84 | 3,581 36 | ..... | 1,204 33 | 75,613 11 |
| Tioga .. | 52,943 97 | 659 43 | 181 05 | ..... | 12,159 47 | 6,650 59 | ..... | 3,018 60 | 79,306 58 |
| Tompkins..... | 51,321 65 | 1,033 51 | 430 24 | ..... | 12,369 29 | 12,042 14 | ..... | 2,109 75 | 165,696 44 |
| Ulster..... | 119,956 27 | 467 90 | 665 56 | ..... | 23,817 77 | 14,950 36 | ..... | 5,838 58 | 42,080 69 |
| Warren .. | 32,019 94 | 132 83 | 57 78 | 2 73 | 5,901 40 | 3,562 48 | ..... | 403 53 | ..... |

TABLE No. 5—(Continued).

| COUNTIES, TOWNS AND CITIES. | 7. For teachers' wages. | 8. For libraries. | 9. For school apparatus. | 10. For colored schools. | 11. For school-houses, sites, fences, out-houses, repairs, furniture, etc. | 12. For all other incidental expenses. | 13. Forfeited in hands of supervisor, first Tuesday of March, 1886. | 14. Amount remaining on hand August 20, 1886. | 15. Total. |
|--------------------------------|----------------------------|----------------------|-----------------------------|-----------------------------|---|---|--|--|-----------------|
| Washington..... | \$73,382 96 | \$145 65 | \$518 46 | ..... | \$8,116 89 | \$11,820 97 | ..... | \$1,889 49 | \$95,874 42 |
| Wayne..... | 73,953 87 | 174 52 | 210 34 | ..... | 11,318 24 | 9,736 46 | ..... | 4,824 09 | 100,217 52 |
| Westchester, towns..... | 183,363 17 | 2,000 35 | 7,033 49 | ..... | 58,244 25 | 40,285 24 | ..... | 63,022 96 | 354,081 20 |
| Yonkers..... | 42,316 81 | 1,359 15 | 3,391 82 | ..... | 14,000 84 | 12,008 55 | ..... | 24,234 76 | 97,311 93 |
| Wyoming..... | 46,883 94 | 98 44 | 220 69 | ..... | 7,011 47 | 5,753 85 | ..... | 2,606 35 | 62,574 74 |
| Yates..... | 30,683 88 | 25 03 | 656 27 | ..... | 3,199 32 | 3,744 86 | ..... | 865 44 | 39,174 80 |
| Total for towns..... | \$3,865,537 85 | \$19,762 51 | \$43,708 44 | \$7,597 05 | \$870,681 87 | \$599,001 44 | \$100 18 | \$394,405 16 | \$5,800,794 50 |
| Total for cities..... | \$5,236,730 92 | \$20,746 74 | \$266,454 41 | \$14,180 50 | \$1,405,773 51 | \$934,711 22 | ..... | \$1,833,666 20 | \$9,712,263 50 |
| Total for State... .. | \$9,102,268 77 | \$40,509 25 | \$310,162 85 | \$21,777 55 | \$2,276,455 38 | \$1,533,712 66 | \$100 18 | \$2,228,071 36 | \$15,513,058 00 |

TABLE No. 6.

STATEMENT of the investment of the capital of the School Fund at the close of each fiscal year since its establishment, to September 30, 1886.

| YEARS. | BONDS. | | LOANS OF | | | | District of Columbia bonds. | Middletown bonds. | Albany city and county bonds. | New York city and county bonds. |
|-----------|-----------------|-------------|-------------|--------------|--------------|-------|-----------------------------|-------------------|-------------------------------|---------------------------------|
| | For lands sold. | For loans. | 1786. | 1792. | 1808. | 1840. | | | | |
| | | | | | | | | | | |
| 1805..... | ..... | \$24,900 00 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 1806..... | \$87,674 83 | 42,800 00 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 1807..... | 163,407 63 | 62,778 00 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 1808..... | 212,246 31 | 83,403 00 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 1809..... | 219,995 21 | 101,501 00 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 1810..... | 232,702 97 | 69,653 75 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 1811..... | 240,370 67 | 101,924 52 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 1812..... | 263,743 26 | 143,965 38 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 1813..... | 260,342 26 | 222,540 51 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 1814..... | 268,124 86 | 245,034 17 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 1815..... | 291,424 91 | 328,107 30 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 1816..... | 320,165 33 | 392,076 93 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 1817..... | 309,383 60 | 397,980 71 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 1818..... | 316,434 39 | 390,000 17 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 1819..... | ..... | ..... | ..... | \$500,000 00 | \$449,076 00 | ..... | ..... | ..... | ..... | ..... |
| 1820..... | ..... | ..... | ..... | 500,000 00 | 449,076 00 | ..... | ..... | ..... | ..... | ..... |
| 1821..... | ..... | 4,554 57 | ..... | 500,000 00 | 449,076 00 | ..... | ..... | ..... | ..... | ..... |
| 1822..... | ..... | ..... | ..... | 496,177 50 | 449,076 00 | ..... | ..... | ..... | ..... | ..... |
| 1823..... | 23,883 39 | ..... | ..... | 483,232 87 | 447,495 25 | ..... | ..... | ..... | ..... | ..... |
| 1824..... | 85,749 12 | ..... | ..... | 450,660 92 | 443,990 50 | ..... | ..... | ..... | ..... | ..... |
| 1825..... | 100,634 46 | ..... | ..... | 410,547 06 | 439,372 50 | ..... | ..... | ..... | ..... | ..... |
| 1826..... | 112,751 28 | ..... | ..... | 382,549 40 | 434,182 50 | ..... | ..... | ..... | ..... | ..... |
| 1827..... | 186,624 59 | ..... | \$31,624 38 | 353,486 96 | 430,121 50 | ..... | ..... | ..... | ..... | ..... |
| 1828..... | 201,611 65 | 1,500 00 | 30,095 21 | 332,564 35 | 426,303 54 | ..... | ..... | ..... | ..... | ..... |
| 1829..... | 212,421 98 | 1,500 00 | 20,665 00 | 317,860 17 | 411,352 82 | ..... | ..... | ..... | ..... | ..... |
| 1830..... | 242,613 52 | 18,800 00 | 10,157 22 | 300,073 54 | 393,461 53 | ..... | ..... | ..... | ..... | ..... |
| 1831..... | 335,233 22 | 20,850 00 | 9,611 47 | 275,591 91 | 363,985 16 | ..... | ..... | ..... | ..... | ..... |
| 1832..... | 570,009 23 | 17,663 06 | 9,158 59 | 246,537 63 | 332,092 75 | ..... | ..... | ..... | ..... | ..... |

TABLE No. 6 — (Continued).

| YEARS. | BONDS. | | LOANS OF | | | | District of Columbia bonds. | Middletown bonds. | Albany city and county bonds. | New York city and county bonds. |
|--------|-----------------|-------------|------------|--------------|--------------|------------|-----------------------------|-------------------|-------------------------------|---------------------------------|
| | For lands sold. | For loans. | 1786. | 1792. | 1808. | 1840. | | | | |
| | | | | | | | | | | |
| 1833. | \$651,510 80 | \$24,650 00 | \$3,394 65 | \$215,037 93 | \$299,453 46 | | | | | |
| 1834. | 801,646 20 | 40,665 00 | 2,826 87 | 201,000 66 | 285,193 04 | | | | | |
| 1835. | 1,098,577 86 | 176,644 48 | 2,815 12 | 179,571 17 | 260,120 93 | | | | | |
| 1836. | 1,154,869 48 | 190,330 89 | 2,815 12 | 160,038 95 | 242,078 44 | | | | | |
| 1837. | 1,118,098 35 | 264,530 21 | 2,815 12 | 156,106 57 | 235,917 06 | | | | | |
| 1838. | 1,094,221 62 | 287,596 29 | 2,815 12 | 150,981 58 | 232,106 06 | | | | | |
| 1839. | 1,047,055 80 | 326,613 63 | 2,815 12 | 133,401 74 | 223,065 22 | | | | | |
| 1840. | 1,022,200 85 | 409,087 14 | 2,815 12 | 134,508 61 | 222,098 22 | \$1,500 00 | | | | |
| 1841. | 1,087,554 15 | 424,118 03 | 2,815 12 | 130,792 14 | 220,346 22 | 33,200 00 | | | | |
| 1842. | 1,014,305 07 | 409,316 11 | | 115,995 72 | 221,176 95 | 33,200 00 | | | | |
| 1843. | 1,001,542 92 | 367,325 28 | | 113,262 73 | 219,174 95 | 33,200 00 | | | | |
| 1844. | 975,711 18 | 338,561 87 | | 110,671 23 | 214,886 26 | 8,200 00 | | | | |
| 1845. | 913,361 57 | 311,883 88 | | 107,772 14 | 212,214 26 | 8,200 00 | | | | |
| 1846. | 887,024 23 | 293,941 43 | | 105,232 60 | 208,869 84 | 8,200 00 | | | | |
| 1847. | 826,149 19 | 257,865 33 | | 103,054 15 | 202,613 03 | 8,200 00 | | | | |
| 1848. | 744,854 97 | 236,901 74 | | 97,363 14 | 198,771 03 | 8,200 00 | | | | |
| 1849. | 703,438 29 | 246,131 75 | | 89,893 50 | 191,588 32 | 12,200 00 | | | | |
| 1850. | 710,975 40 | 198,269 02 | | 17,982 86 | 21,757 81 | 41,326 00 | | | | |
| 1851. | 652,435 30 | 209,034 72 | | 379 50 | 3,543 46 | 49,326 00 | | | | |
| 1852. | 584,010 87 | 217,845 36 | | | 946 45 | 49,326 00 | | | | |
| 1853. | 567,829 02 | 236,754 17 | | | 679 45 | 49,326 00 | | | | |
| 1854. | 540,932 91 | 248,963 97 | | | 299 31 | 49,326 00 | | | | |
| 1855. | 551,458 12 | 248,967 29 | | | 299 31 | 49,326 00 | | | | |
| 1856. | 535,926 19 | 234,233 05 | | | | 49,326 00 | | | | |
| 1857. | 529,697 66 | 310,227 29 | | | | 49,326 00 | | | | |
| 1858. | 515,198 78 | 349,193 11 | | | | 49,326 00 | | | | |
| 1859. | 488,146 07 | 881,218 09 | | | | 49,326 00 | | | | |
| 1860. | 455,210 53 | 370,253 41 | | | | 49,326 00 | | | | |
| 1861. | 422,575 87 | 408,469 71 | | | | 49,326 00 | | | | |
| 1862. | 412,163 73 | 375,747 61 | | | | 49,326 00 | | | | |
| 1863. | 370,388 96 | 339,461 05 | | | | 49,326 00 | | | | |
| 1864. | 330,189 17 | 285,028 15 | | | | 49,326 00 | | | | |
| 1865. | 317,168 48 | 254,902 83 | | | | 49,326 00 | | | | |
| 1866. | 290,303 17 | 197,388 54 | | | | 49,326 00 | | | | |
| 1867. | 265,606 50 | 200,177 93 | | | | 49,326 00 | | | | |
| 1868. | 229,950 08 | 202,491 66 | | | | 49,326 00 | | | | |
| 1869. | 221,734 79 | 239,888 72 | | | | 49,326 00 | | | | |
| 1870. | 214,820 13 | 215,431 69 | | | | 49,326 00 | | | | |
| 1871. | 226,118 68 | 182,794 30 | | | | 49,326 00 | | | | |
| 1872. | 217,003 65 | 175,379 30 | | | | 49,326 00 | | | | |

[illegible]

STATISTICAL TABLES.

| | | | | | | | | | | |
|------|------------|--------------|-------|-------|--------------|-------|-------|-------|-------------|--------------|
| 1843 | 102,300 00 | 23,200 96 | ..... | ..... | 115,086 31 | ..... | ..... | ..... | ..... | 1,975,093 15 |
| 1844 | 102,300 00 | 23,200 96 | ..... | ..... | 219,384 85 | ..... | ..... | ..... | ..... | 1,992,916 35 |
| 1845 | 50,000 00 | 115,500 96 | ..... | ..... | 320,354 11 | ..... | ..... | ..... | ..... | 2,090,632 41 |
| 1846 | 50,000 00 | 115,500 96 | ..... | ..... | 413,928 46 | ..... | ..... | ..... | ..... | 2,133,928 46 |
| 1847 | 50,000 00 | 115,500 96 | ..... | ..... | 555,406 32 | ..... | ..... | ..... | ..... | 2,170,514 47 |
| 1848 | 50,000 00 | 280,500 96 | ..... | ..... | 143,236 81 | ..... | ..... | ..... | ..... | 2,211,475 14 |
| 1849 | 50,000 00 | 228,200 96 | ..... | ..... | 64,685 05 | ..... | ..... | ..... | ..... | 2,243,563 26 |
| 1850 | 50,000 00 | 213,200 96 | ..... | ..... | 152,179 53 | ..... | ..... | ..... | ..... | 2,290,673 23 |
| 1851 | 50,000 00 | 213,200 96 | ..... | ..... | 112,548 13 | ..... | ..... | ..... | ..... | 2,325,449 72 |
| 1852 | 50,000 00 | 193,200 96 | ..... | ..... | 206,578 80 | ..... | ..... | ..... | ..... | 2,354,530 09 |
| 1853 | 50,000 00 | 193,200 96 | ..... | ..... | 230,481 87 | ..... | ..... | ..... | ..... | 2,383,257 23 |
| 1854 | 50,000 00 | 231,460 96 | ..... | ..... | 229,147 49 | ..... | ..... | ..... | ..... | 2,425,211 97 |
| 1855 | 50,000 00 | 231,460 96 | ..... | ..... | 282,667 83 | ..... | ..... | ..... | ..... | 2,457,520 86 |
| 1856 | 50,000 00 | 231,460 96 | ..... | ..... | 347,329 30 | ..... | ..... | ..... | ..... | 2,491,916 14 |
| 1857 | 50,000 00 | 231,460 96 | ..... | ..... | 312,339 00 | ..... | ..... | ..... | ..... | 2,526,392 24 |
| 1858 | 50,000 00 | 936,502 29 | ..... | ..... | 294,740 34 | ..... | ..... | ..... | ..... | 2,551,260 52 |
| 1859 | 50,000 00 | 936,502 29 | ..... | ..... | 324,763 71 | ..... | ..... | ..... | ..... | 2,586,251 16 |
| 1860 | 50,000 00 | 936,502 29 | ..... | ..... | 385,444 45 | ..... | ..... | ..... | ..... | 2,607,036 68 |
| 1861 | 50,000 00 | 1,135,057 24 | ..... | ..... | 286,173 20 | ..... | ..... | ..... | ..... | 2,635,476 94 |
| 1862 | 50,000 00 | 1,135,057 24 | ..... | ..... | 279,521 84 | ..... | ..... | ..... | ..... | 2,658,116 42 |
| 1863 | 50,000 00 | 1,135,057 24 | ..... | ..... | 394,019 08 | ..... | ..... | ..... | ..... | 2,694,552 33 |
| 1864 | 50,000 00 | 1,135,057 24 | ..... | ..... | 523,312 59 | ..... | ..... | ..... | ..... | 2,734,213 15 |
| 1865 | 50,000 00 | 1,135,057 24 | ..... | ..... | 603,006 22 | ..... | ..... | ..... | ..... | 2,765,760 77 |
| 1866 | 50,000 00 | 1,165,057 24 | ..... | ..... | 1,011,555 09 | ..... | ..... | ..... | ..... | 2,799,630 04 |
| 1867 | 50,000 00 | 1,165,057 24 | ..... | ..... | 1,061,297 67 | ..... | ..... | ..... | ..... | 2,827,465 34 |
| 1868 | 50,000 00 | 1,165,057 24 | ..... | ..... | 1,054,571 42 | ..... | ..... | ..... | ..... | 2,853,396 40 |
| 1869 | 50,000 00 | 1,165,057 24 | ..... | ..... | 1,058,010 26 | ..... | ..... | ..... | ..... | 2,880,017 01 |
| 1870 | 50,000 00 | 1,165,057 24 | ..... | ..... | 1,133,597 98 | ..... | ..... | ..... | ..... | 2,915,633 04 |
| 1871 | 50,000 00 | 1,165,057 24 | ..... | ..... | 1,277,547 36 | ..... | ..... | ..... | ..... | 2,978,576 52 |
| 1872 | 50,000 00 | 1,165,057 24 | ..... | ..... | 1,310,866 28 | ..... | ..... | ..... | ..... | 3,004,513 55 |
| 1873 | 50,000 00 | 1,165,057 24 | ..... | ..... | 1,336,891 73 | ..... | ..... | ..... | ..... | 3,029,513 55 |
| 1874 | 50,000 00 | 1,165,057 24 | ..... | ..... | 1,381,706 96 | ..... | ..... | ..... | ..... | 3,054,772 10 |
| 1875 | 50,000 00 | 1,165,057 24 | ..... | ..... | 1,422,028 01 | ..... | ..... | ..... | ..... | 3,080,107 68 |
| 1876 | 50,000 00 | 1,165,057 24 | ..... | ..... | 2,388,301 31 | ..... | ..... | ..... | ..... | 3,105,107 68 |
| 1877 | 50,000 00 | ..... | ..... | ..... | 2,687,858 56 | ..... | ..... | ..... | ..... | 3,130,762 78 |
| 1878 | 50,000 00 | ..... | ..... | ..... | 2,392,561 00 | ..... | ..... | ..... | ..... | 3,156,062 78 |
| 1879 | 50,000 00 | ..... | ..... | ..... | 1,376,135 01 | ..... | ..... | ..... | ..... | 3,226,285 54 |
| 1880 | 50,000 00 | ..... | ..... | ..... | 1,374,369 27 | ..... | ..... | ..... | ..... | 3,251,285 54 |
| 1881 | 50,000 00 | ..... | ..... | ..... | 125,103 39 | ..... | ..... | ..... | ..... | 3,276,601 54 |
| 1882 | 50,000 00 | ..... | ..... | ..... | 5,201 41 | ..... | ..... | ..... | ..... | 3,302,901 54 |
| 1883 | 50,000 00 | ..... | ..... | ..... | 53,112 36 | ..... | ..... | ..... | ..... | 3,327,901 54 |
| 1884 | 50,000 00 | ..... | ..... | ..... | 333 54 | ..... | ..... | ..... | ..... | 3,352,901 54 |
| 1885 | 50,000 00 | ..... | ..... | ..... | 39,906 06 | ..... | ..... | ..... | ..... | 3,380,157 39 |
| 1886 | 50,000 00 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 3,905,157 39 |
| | | | | | | | | | \$60,000 00 | |

*Treasury notes.

TABLE No. 7.
Comparative statistics of the Common Schools of the State for the year ending September 30, 1881, and for the year ending August 20, 1886.
STATISTICAL.

| | 1886. | | | 1881. | | |
|--|---------|---------|-----------|---------|---------|-----------|
| | Cities. | Towns. | Total. | Cities. | Towns. | Total. |
| Number of school districts..... | 812 | 11,262 | 12,074 | 753 | 11,248 | 12,001 |
| Number of teachers employed at the same time for 28 weeks or more..... | 7,467 | 14,773 | 22,240 | 6,481 | 14,250 | 20,731 |
| Number of children between 5 and 21 years of age..... | 933,688 | 801,385 | 1,735,073 | 848,069 | 814,053 | 1,662,122 |
| Average number of weeks each school was taught by duly licensed teachers.. | 39.7 | 33.6 | 35.7 | 40.3 | 33.3 | 35.5 |
| Number of male teachers employed..... | 758 | 5,194 | 5,952 | 683 | 6,986 | 7,669 |
| Number of female teachers employed..... | 7,767 | 17,606 | 25,373 | 6,574 | 16,583 | 23,157 |
| Number of children attending school..... | 457,816 | 569,951 | 1,027,767 | 433,913 | 587,369 | 1,021,282 |
| Average daily attendance..... | 304,667 | 321,146 | 625,813 | 258,720 | 300,679 | 559,399 |
| Number of times schools have been visited by commissioners..... | ..... | 18,142 | 18,142 | ..... | 18,489 | 18,489 |
| Number of volumes in district libraries..... | 205,664 | 528,842 | 734,506 | 163,589 | 543,566 | 707,155 |
| Number of school-houses, log..... | ..... | 62 | 62 | ..... | 78 | 78 |
| Number of school-houses, frame..... | 42 | 10,057 | 10,099 | 45 | 10,028 | 10,073 |
| Number of school-houses, brick..... | 441 | 968 | 1,409 | 387 | 956 | 1,343 |
| Number of school-houses, stone..... | 8 | 362 | 370 | 9 | 391 | 400 |
| Total number of school-houses..... | 491 | 11,449 | 11,940 | 441 | 11,453 | 11,894 |

TABLE No. 7 — (Continued).
FINANCIAL.

| | 1886. | | | 1881. | | |
|--|----------------|----------------|-----------------|----------------|----------------|-----------------|
| | Cities. | Towns. | Total. | Cities. | Towns. | Total. |
| RECEIPTS. | | | | | | |
| Amount on hand at the beginning of the year..... | \$1,580,173 49 | \$390,782 22 | \$1,970,955 71 | \$778,431 16 | \$310,518 98 | \$1,088,950 14 |
| Apportionment of public moneys | 1,259,957 43 | 1,739,196 69 | 2,999,154 12 | 1,251,308 61 | 1,744,143 51 | 2,995,452 12 |
| Proceeds of gospel and school lands..... | 1 00 | 36,698 70 | 36,699 70 | 1,958 89 | 30,218 29 | 32,177 18 |
| Raised by tax..... | 6,753,170 25 | 3,165,548 46 | 9,918,718 71 | 5,032,501 62 | 2,361,388 71 | 7,393,890 33 |
| Estimated value of teachers' board ..... | ..... | 73,562 82 | 73,562 82 | ..... | 111,075 60 | 111,075 60 |
| From all other sources | 118,961 33 | 395,005 61 | 513,966 94 | 139,225 26 | 223,944 45 | 363,169 71 |
| Total | \$9,712,263 50 | \$5,800,794 50 | \$15,513,058 00 | \$7,203,425 54 | \$4,781,289 54 | \$11,984,715 08 |
| EXPENDITURES. | | | | | | |
| For teachers' wages | \$5,236,730 92 | \$3,865,537 85 | \$9,102,268 77 | \$4,413,319 98 | \$3,362,185 24 | \$7,775,505 22 |
| For libraries | 20,746 74 | 19,762 51 | 40,509 25 | 18,539 98 | 16,959 24 | 35,499 22 |
| For school apparatus | 266,454 41 | 43,708 44 | 310,162 85 | 145,706 33 | 29,106 85 | 174,813 18 |
| For colored schools..... | 14,180 50 | 7,597 05 | 21,777 55 | 36,878 33 | 7,218 11 | 44,096 44 |
| For school-houses, sites, etc..... | 1,405,773 51 | 870,681 87 | 2,276,455 38 | 874,775 13 | 592,585 87 | 1,467,361 00 |
| For all other incidental expenses..... | 934,711 22 | 599,001 44 | 1,533,712 66 | 856,509 96 | 454,924 50 | 1,311,434 46 |
| Forfeited in hands of supervisors ..... | ..... | 100 18 | 100 18 | ..... | 92 88 | 92 88 |
| Amount on hand at the end of the year | 1,833,666 20 | 394,405 16 | 2,228,071 36 | 857,695 83 | 318,216 85 | 1,175,912 68 |
| Total | \$9,712,263 50 | \$5,800,794 50 | \$15,513,058 00 | \$7,203,425 54 | \$4,781,289 54 | \$11,984,715 08 |

EXHIBIT No. 2.

GENERAL SCHOOL STATISTICS.

1. COMPARATIVE TABLES.

2. STATEMENTS OF COMMON SCHOOL FUND, FREE SCHOOL FUND, AND
OF STATE SCHOOL MONEYS RECEIVED AND APPORTIONED.

EXHIBIT No. 2.

GENERAL SCHOOL STATISTICS.

Comparative Tables, Statements of Common School Fund, Free School Fund, and of State School Moneys Received and Apportioned.

SCHOOL DISTRICTS.

The number of school districts in the towns of the State, on the 20th of August, 1885, and the 20th of August, 1886, was :

| | |
|---------------|--------|
| 1885..... | 11,254 |
| 1886..... | 11,262 |
| Increase..... | 8 |

SCHOOL-HOUSES.

The number of school-houses, with their classification according to the materials of which they are constructed, was as follows, at the close of the years 1885 and 1886 :

| 1885. | Log. | Frame. | Brick. | Stone. | Totals. |
|--------------|------|--------|--------|--------|---------|
| Cities..... | | 41 | 426 | 9 | 476 |
| Towns..... | 70 | 10,042 | 960 | 364 | 11,436 |
| Totals..... | 70 | 10,083 | 1,386 | 373 | 11,912 |
| 1886. | | | | | |
| Cities... .. | | 42 | 441 | 8 | 491 |
| Towns..... | 62 | 10,057 | 968 | 362 | 11,449 |
| Totals..... | 62 | 10,099 | 1,409 | 370 | 11,940 |

The following table shows a steady improvement in the character of school buildings in respect to the material with which they were constructed, during the four decades from 1846 to 1886 :

| | Log. | Frame. | Brick. | Stone. | Totals. |
|------------|------|--------|--------|--------|---------|
| 1846 | 598 | 8,231 | 575 | 604 | 10,008 |
| 1866 | 181 | 9,815 | 1,021 | 530 | 11,547 |
| 1876 | 93 | 10,025 | 1,258 | 448 | 11,824 |
| 1886 | 62 | 10,099 | 1,409 | 370 | 11,940 |

COST AND VALUE OF SCHOOL-HOUSES AND SITES.

The amount expended during the last ten years for school-houses, out-buildings, sites, fences, furniture and repairs, is as follows :

| Years. | Cities. | Towns. | State. |
|------------|-----------------------|-----------------------|------------------------|
| 1877..... | \$774,186 56 | \$584,217 79 | \$1,358,404 35 |
| 1878..... | 757,937 17 | 605,492 40 | 1,363,429 57 |
| 1879..... | 701,769 83 | 528,694 38 | 1,230,464 21 |
| 1880..... | 541,999 78 | 603,831 37 | 1,145,831 15 |
| 1881..... | 874,775 13 | 592,585 87 | 1,467,361 00 |
| 1882..... | 795,055 88 | 730,370 31 | 1,525,426 19 |
| 1883..... | 1,066,341 67 | 859,329 60 | 1,925,671 27 |
| 1884..... | 1,153,333 66 | 949,882 77 | 2,103,216 43 |
| 1885..... | 1,838,102 19 | 986,291 14 | 2,824,393 33 |
| 1886..... | 1,405,773 51 | 870,681 87 | 2,276,455 38 |
| Totals.... | <u>\$9,909,275 38</u> | <u>\$7,311,377 50</u> | <u>\$17,220,652 88</u> |

The aggregate value of school-houses and sites in 1877, and in each successive year, is shown to be as follows :

| Years. | Cities. | Towns. | State. |
|------------|--------------|--------------|--------------|
| 1877 | \$19,937,978 | \$10,448,270 | \$30,386,248 |
| 1878 | 19,800,490 | 10,347,099 | 30,147,589 |
| 1879 | 19,895,244 | 10,117,335 | 30,012,579 |
| 1880 | 20,230,928 | 10,516,581 | 30,747,509 |
| 1881 | 20,490,355 | 10,601,275 | 31,091,630 |
| 1882 | 19,419,943 | 10,912,348 | 30,332,291 |
| 1883 | 20,069,175 | 10,942,036 | 31,011,211 |
| 1884 | 20,375,152 | 11,562,799 | 31,937,951 |
| 1885 | 21,469,133 | 11,878,448 | 33,347,581 |
| 1886 | 23,508,511 | 12,153,573 | 35,662,084 |

The total value for the year 1886 is, by far, the largest ever reported, being an increase of \$2,314,503 over the aggregate value in 1885, which was largely in excess of the amount reported in previous years.

The average value of school-houses and sites in the towns, in the same years, was :

| Years. | |
|-----------|----------|
| 1877..... | \$916 91 |
| 1878..... | 908 19 |
| 1879..... | 885 78 |
| 1880..... | 917 27 |
| 1881..... | 925 63 |
| 1882..... | 951 54 |
| 1883..... | 955 30 |

| Years. | |
|------------|------------|
| 1884 | \$1,009 58 |
| 1885 | 1,038 68 |
| 1886 | 1,052 80 |

The average value of school-houses and sites in the cities, for 1886, was \$47,878.63.

CHILDREN.

The whole number of children between the ages of five and twenty-one years, as reported, was :

| Years. | Cities. | Towns. | State. |
|------------|---------|---------|-----------|
| 1885 | 913,269 | 807,857 | 1,721,126 |
| 1886 | 933,688 | 801,385 | 1,735,073 |

ATTENDANCE.

The whole number in attendance in each of the last ten years is shown in the following table :

| Years. | Cities. | Towns. | State. |
|------------|---------|---------|-----------|
| 1877 | 407,343 | 616,372 | 1,023,715 |
| 1878 | 416,468 | 615,584 | 1,032,052 |
| 1879 | 422,451 | 607,590 | 1,030,041 |
| 1880 | 428,451 | 603,142 | 1,031,593 |
| 1881 | 433,913 | 587,369 | 1,021,282 |
| 1882 | 446,385 | 594,683 | 1,041,068 |
| 1883 | 453,099 | 587,990 | 1,041,089 |
| 1884 | 426,828 | 573,229 | 1,000,057 |
| 1885 | 449,879 | 574,966 | 1,024,845 |
| 1886 | 457,816 | 569,951 | 1,027,767 |

The whole number of days of attendance for each of the last five years was as follows :

| Years. | Cities. | Towns. | State. |
|------------|------------|------------|-------------|
| 1882 | 52,021,482 | 52,201,171 | 104,222,653 |
| 1883 | 54,776,984 | 51,697,997 | 106,474,981 |
| 1884 | 52,230,542 | 49,909,567 | 102,140,109 |
| 1885 | 58,758,422 | 53,916,987 | 112,675,409 |
| 1886 | 59,670,512 | 54,258,138 | 113,928,650 |

The following statement shows the average daily attendance of pupils :

| Years. | Cities. | Towns. | State. |
|------------|---------|---------|---------|
| 1877 | 244,236 | 315,301 | 559,537 |
| 1878 | 252,704 | 324,902 | 577,606 |
| 1879 | 255,558 | 314,824 | 570,382 |

| Years. | Cities. | Towns. | State. |
|------------|---------|---------|---------|
| 1880 | 258,351 | 314,738 | 573,089 |
| 1881 | 258,720 | 300,679 | 559,399 |
| 1882 | 262,873 | 306,598 | 569,471 |
| 1883 | 278,793 | 304,349 | 583,142 |
| 1884 | 284,284 | 310,876 | 596,160 |
| 1885 | 296,152 | 314,867 | 611,019 |
| 1886 | 304,667 | 321,146 | 625,813 |

The following table shows for each county and city of the State the number of children of school age for each qualified teacher; the whole number of children attending school any portion of the year for each qualified teacher; the average daily attendance per teacher; the percentage of average daily attendance on the whole number of children of school age; the percentage of average daily attendance on the whole number of children attending school any portion of the year, and the total for the State, and the towns and cities separately:

| COUNTIES AND CITIES. | 1. | 2. | 3. | 4. | 5. |
|----------------------|---|---|---------------------------------------|---|--|
| | Number of children over 5 and under 21 years of age for each qualified teacher. | Whole number of child'n attending school any portion of the year, for each qualified teacher. | Average daily attendance per teacher. | Per cent of average daily attendance on whole number of children between 5 and 21 years of age. | Per cent of average daily attendance on whole number of children attending school any portion of the year. |
| Albany | 73 | 44 | 23 | 31.50 | 52.27 |
| City | 141 | 53 | 38 | 26.95 | 71.69 |
| Cohoes | 124 | 44 | 27 | 21.77 | 61.36 |
| Allegany | 44 | 36 | 21 | 47.72 | 58.33 |
| Broome | 38 | 31 | 18 | 47.36 | 58.06 |
| Binghamton..... | 87 | 50 | 38 | 43.67 | 76.00 |
| Cattaraugus..... | 49 | 40 | 22 | 44.89 | 55.00 |
| Cayuga..... | 43 | 34 | 19 | 44.18 | 55.88 |
| Auburn..... | 79 | 43 | 34 | 43.03 | 79.07 |
| Chautauqua | 45 | 34 | 20 | 44.44 | 58.81 |
| Dunkirk | 76 | 34 | 25 | 32.89 | 73.52 |
| Chemung | 46 | 33 | 20 | 43.47 | 60.60 |
| Elmira | 83 | 44 | 38 | 45.78 | 86.36 |
| Chenango | 33 | 28 | 16 | 48.48 | 57.14 |
| Clinton | 62 | 42 | 21 | 33.87 | 50.00 |
| Columbia | 54 | 38 | 19 | 35.18 | 50.00 |
| Hudson | 154 | 57 | 34 | 22.07 | 59.64 |
| Cortland..... | 42 | 30 | 17 | 40.47 | 56.66 |
| Delaware | 34 | 27 | 15 | 44.11 | 55.55 |
| Dutchess | 63 | 39 | 21 | 33.33 | 53.84 |
| Poughkeepsie | 89 | 45 | 34 | 38.20 | 75.55 |
| Erie | 64 | 43 | 23 | 35.93 | 53.48 |
| Buffalo | 129 | 52 | 33 | 25.58 | 63.46 |
| Essex..... | 46 | 36 | 19 | 41.30 | 52.77 |
| Franklin..... | 54 | 41 | 20 | 37.03 | 48.78 |
| Fulton..... | 60 | 44 | 24 | 40.00 | 54.54 |
| Genesee | 59 | 41 | 22 | 37.28 | 53.65 |
| Greene..... | 49 | 37 | 19 | 38.77 | 51.35 |
| Hamilton..... | 38 | 30 | 14 | 36.84 | 46.66 |
| Herkimer..... | 48 | 37 | 22 | 45.83 | 59.45 |
| Jefferson | 38 | 29 | 17 | 44.73 | 58.62 |
| Watertown..... | 68 | 38 | 25 | 36.76 | 65.78 |

| COUNTIES AND CITIES. | 1. | 2. | 3. | 4. | 5. |
|-----------------------|---|--|---------------------------------------|---|--|
| | Number of children over 5 and under 21 years of age for each qualified teacher. | Whole number of child'n attending school any portion of the year for each qualified teacher. | Average daily attendance per teacher. | Per cent of average daily attendance on whole number of children between 5 and 21 years of age. | Per cent of average daily attendance on whole number of children attending school any portion of the year. |
| Kings..... | 130 | 64 | 35 | 26.92 | 54.68 |
| Brooklyn..... | 147 | 62 | 40 | 27.34 | 64.51 |
| Lewis..... | 42 | 32 | 16 | 38.09 | 50.00 |
| Livingston..... | 51 | 34 | 19 | 37.25 | 55.88 |
| Madison..... | 43 | 34 | 19 | 44.18 | 55.88 |
| Monroe..... | 66 | 44 | 24 | 36.36 | 54.54 |
| Rochester..... | 121 | 44 | 32 | 26.44 | 72.72 |
| Montgomery..... | 80 | 48 | 31 | 38.75 | 64.58 |
| New York..... | 121 | 69 | 45 | 37.19 | 65.21 |
| Niagara..... | 69 | 44 | 24 | 34.78 | 54.54 |
| Lockport..... | 88 | 55 | 38 | 43.18 | 69.09 |
| Oneida..... | 48 | 35 | 20 | 41.66 | 57.14 |
| Utica..... | 108 | 45 | 31 | 28.70 | 68.88 |
| Rome..... | 82 | 54 | 35 | 42.68 | 64.81 |
| Onondaga..... | 50 | 38 | 23 | 46.00 | 60.52 |
| Syracuse..... | 102 | 50 | 39 | 38.23 | 78.00 |
| Ontario..... | 53 | 39 | 23 | 43.39 | 58.97 |
| Orange..... | 72 | 49 | 28 | 38.88 | 57.14 |
| Newburgh..... | 111 | 56 | 39 | 35.13 | 69.64 |
| Orleans..... | 50 | 39 | 22 | 44.00 | 56.41 |
| Oswego..... | 43 | 35 | 20 | 46.51 | 57.14 |
| City..... | 105 | 52 | 36 | 34.28 | 69.23 |
| Otsego..... | 39 | 32 | 17 | 43.58 | 53.12 |
| Putnam..... | 55 | 39 | 19 | 34.54 | 48.71 |
| Queens..... | 111 | 56 | 32 | 28.82 | 57.14 |
| Long Island City..... | 121 | 79 | 50 | 41.32 | 63.29 |
| Rensselaer..... | 71 | 43 | 25 | 35.21 | 58.13 |
| Troy..... | 122 | 50 | 33 | 27.04 | 66.00 |
| Richmond..... | 126 | 62 | 36 | 28.57 | 58.06 |
| Rockland..... | 98 | 56 | 30 | 30.61 | 53.57 |
| St. Lawrence..... | 43 | 33 | 18 | 41.86 | 54.54 |
| Ogdensburg..... | 107 | 48 | 33 | 30.84 | 68.75 |
| Saratoga..... | 53 | 38 | 21 | 39.62 | 55.26 |
| Schenectady..... | 50 | 32 | 17 | 34.00 | 53.12 |
| City..... | 110 | 49 | 35 | 31.81 | 71.42 |
| Schoharie..... | 42 | 33 | 17 | 40.47 | 51.51 |
| Schuyler..... | 38 | 31 | 18 | 47.36 | 58.06 |
| Seneca..... | 58 | 40 | 23 | 39.65 | 57.50 |
| Steuben..... | 47 | 37 | 22 | 46.80 | 59.45 |
| Suffolk..... | 72 | 47 | 27 | 37.50 | 57.44 |
| Sullivan..... | 55 | 41 | 20 | 36.36 | 48.78 |
| Tioga..... | 42 | 35 | 21 | 50.00 | 60.00 |
| Tompkins..... | 44 | 33 | 20 | 45.45 | 60.60 |
| Ulster..... | 83 | 53 | 27 | 32.53 | 50.94 |
| Warren..... | 50 | 34 | 18 | 36.00 | 52.94 |
| Washington..... | 45 | 35 | 20 | 44.44 | 57.14 |
| Wayne..... | 53 | 40 | 23 | 43.39 | 57.50 |
| Westchester..... | 90 | 48 | 29 | 32.22 | 60.41 |
| Yonkers..... | 165 | 55 | 34 | 20.60 | 61.81 |
| Wyoming..... | 44 | 36 | 20 | 45.45 | 55.55 |
| Yates..... | 45 | 33 | 20 | 44.44 | 60.60 |
| Towns..... | 54 | 38 | 21 | 38.88 | 55.26 |
| Cities..... | 125 | 61 | 40 | 32.00 | 65.57 |
| State..... | 77 | 46 | 28 | 36.36 | 60.86 |

SCHOOL TERMS.

The average length of school terms in the cities was 39.7 weeks ; in the whole State, 35.7 weeks.

The following table shows the average length of time the schools were in session in the towns for each of the ten years mentioned :

| Years. | Weeks. |
|-----------|--------|
| 1877..... | 33.1 |
| 1878..... | 33.5 |
| 1879..... | 33.5 |
| 1880..... | 33.5 |
| 1881..... | 33.3 |
| 1882..... | 33.0 |
| 1883..... | 33.1 |
| 1884..... | 31.8 |
| 1885..... | 33.5 |
| 1886..... | 33.6 |

INSTRUCTION.

The number of pupils instructed in the several common schools, normal schools, academies, colleges and private schools during the year was as follows :

| | |
|----------------------|------------|
| Common schools..... | 1, 027,767 |
| Normal schools..... | 5,608 |
| Academies..... | 37,735 |
| Colleges | 10,239 |
| Private schools..... | 127,783 |
| Law schools..... | 449 |
| Medical schools..... | 2,746 |
| Total | 1,212,327 |

TEACHERS.

The whole number of teachers employed in the common schools was :

| Years. | Males. | Females. | Totals. |
|------------|--------|----------|---------|
| 1882 | 7,123 | 24,110 | 31,233 |
| 1883 | 6,723 | 24,847 | 31,570 |
| 1884 | 6,424 | 24,513 | 30,937 |
| 1885 | 6,021 | 25,378 | 31,399 |
| 1886 | 5,952 | 25,371 | 31,325 |

The number reported as "employed at the same time for 28 weeks or more," in each of the last five years, is given in the following tables:

| Years. | Cities. | Towns. | State. |
|------------|---------|--------|--------|
| 1882 | 6,562 | 14,340 | 20,902 |
| 1883 | 6,746 | 14,371 | 21,117 |
| 1884 | 6,907 | 14,504 | 21,411 |
| 1885 | 7,211 | 14,613 | 21,824 |
| 1886 | 7,467 | 14,773 | 22,240 |

For a number of years the reports have shown a gradual annual increase in the number of teachers employed during the full legal school term of 28 weeks. This is an encouraging fact, as it shows an increasing interest, on the part of teachers, in educational work, as well as an increasing appreciation of the disadvantages of frequent changes of teachers on the part of trustees.

TEACHERS' LICENSES.

The following statement shows by whom the teachers employed in the schools were licensed:

| 1885. | Normal Schools. | Supt. Pub. Inst. | Local officers. | Totals. |
|--------------|--------------------|---------------------|--------------------|---------|
| Cities..... | 353 | 391 | 7,486 | 8,230 |
| Towns..... | 855 | 476 | 21,838 | 23,169 |
| Totals | 1,208 | 867 | 29,324 | 31,399 |

| 1886. | Normal Schools. | Supt. Pub. Inst. | Local officers. | Totals. |
|--------------|--------------------|---------------------|--------------------|---------|
| Cities..... | 301 | 374 | 7,850 | 8,525 |
| Towns..... | 959 | 431 | 21,410 | 22,800 |
| Totals | 1,260 | 805 | 29,260 | 31,325 |

TEACHERS' WAGES.

The amount expended for teachers' wages was:

| Years. | Cities. | Towns. | State |
|------------|----------------|----------------|----------------|
| 1877 | \$4,292,195 98 | \$3,623,437 53 | \$7,915,633 51 |
| 1878 | 4,240,294 30 | 3,516,550 01 | 7,756,844 31 |
| 1879 | 4,226,050 50 | 3,374,341 50 | 7,600,392 00 |
| 1880 | 4,296,887 89 | 3,342,033 99 | 7,638,921 88 |
| 1881 | 4,413,319 98 | 3,362,185 24 | 7,775,505 22 |
| 1882 | 4,502,289 07 | 3,483,972 24 | 7,986,261 31 |
| 1883 | 4,639,086 67 | 3,626,366 16 | 8,265,452 83 |
| 1884 | 4,394,949 27 | 3,590,773 41 | 7,985,722 68 |
| 1885 | 4,923,821 68 | 3,839,128 55 | 8,762,950 23 |
| 1886 | 5,236,730 92 | 3,865,537 85 | 9,102,268 77 |

The average annual salary for each teacher, calculated from the foregoing statement, was :

| Years. | Cities. | Towns. | State. |
|------------|----------|----------|----------|
| 1877 | \$728 73 | \$261 66 | \$401 04 |
| 1878 | 708 13 | 251 90 | 388 85 |
| 1879 | 682 28 | 239 26 | 374 45 |
| 1880 | 675 82 | 234 70 | 369 56 |
| 1881 | 680 96 | 235 94 | 375 06 |
| 1882 | 686 11 | 242 95 | 382 08 |
| 1883 | 687 67 | 252 35 | 391 43 |
| 1884 | 636 30 | 247 57 | 372 97 |
| 1885 | 682 82 | 262 72 | 401 52 |
| 1886 | 701 31 | 261 66 | 409 27 |

The average weekly wages was :

| Years. | Cities. | Towns. | State. |
|------------|---------|--------|---------|
| 1877 | \$17 43 | \$7 90 | \$11 23 |
| 1878 | 17 27 | 7 52 | 10 86 |
| 1879 | 16 60 | 7 14 | 10 45 |
| 1880 | 16 68 | 7 00 | 10 35 |
| 1881 | 16 89 | 7 08 | 10 56 |
| 1882 | 17 06 | 7 36 | 10 82 |
| 1883 | 17 06 | 7 62 | 11 06 |
| 1884 | 16 96 | 7 78 | 11 06 |
| 1885 | 16 86 | 7 84 | 11 21 |
| 1886 | 17 66 | 7 78 | 11 46 |

The last three tables show several interesting and gratifying facts, following naturally from the decrease in the total number of teachers employed at any time during the year and the coincident increase in the number employed for the full legal term of 28 weeks, before noticed; a considerable increase in the average annual and weekly wages paid to teachers, and consequently a large total expenditure for teachers' wages, clearly indicating an increasing tendency to the employment of teachers of a better grade of qualification. The aggregate amount expended for teachers' wages, during the year, \$9,102,268.77, is the largest amount ever reported for a single year, and exceeds by \$339,318.54 the highest sum in any previous year.

DISTRICT QUOTA.

The "district quota" is determined annually, on or before the 20th of January, by dividing the aggregate amount apportioned for that purpose by the number of teachers employed during the previous year, in the several districts, for the prescribed legal term of 28 weeks.

The amount apportioned as a "district quota" was:

| Years. | |
|-----------|---------|
| 1878..... | \$52 14 |
| 1879..... | 48 42 |
| 1880..... | 47 60 |
| 1881..... | 46 88 |
| 1882..... | 46 50 |
| 1883..... | 46 11 |
| 1884..... | 45 54 |
| 1885.. .. | 44 94 |
| 1886..... | 66 12 |
| 1887..... | 76 08 |

The increase in the district quota, which quota is larger than ever before, is owing to an increase of \$500,000 in the annual appropriation made by the Legislature of 1886 for common schools.

SUMMARY.

The following is a summary of the statistical reports for the year ending August 20, 1886. For a detailed statement by counties, see table No. 4, in Exhibit No. 1.

| | Cities. | Towns. | State. |
|--|---------|---------|-----------|
| Number of districts | | 11,262 | 11,262 |
| Number of teachers employed at the same time for 28 weeks or more..... | 7,467 | 14,773 | 22,240 |
| Number of children between 5 and 21 years of age..... | 933,688 | 801,385 | 1,735,073 |
| Number of male teachers employed | 758 | 5,194 | 5,952 |
| Number of female teachers employed..... | 7,767 | 17,606 | 25,373 |
| Number of children attending the common schools | 457,816 | 569,951 | 1,027,767 |
| Average daily attendance | 304,667 | 321,146 | 625,813 |
| Number of visitations by school commissioners. | | 18,142 | 18,142 |
| Number of volumes in district libraries | 205,664 | 528,842 | 734,506 |
| Number of log school-houses..... | | 62 | 62 |
| Number of frame school-houses..... | 42 | 10,057 | 10,099 |
| Number of brick school-houses | 441 | 968 | 1,409 |
| Number of stone school-houses | 8 | 362 | 370 |
| Whole number of school-houses..... | 491 | 11,449 | 11,940 |

PUBLIC MONEYS.

The following table shows the receipts and payments on account of the Common School Fund during the year:

Receipts.

| | |
|---|-------------|
| Interest on bonds for lands..... | \$11,031 44 |
| Interest on bonds for loans | 28 00 |
| Interest on loan of 1840..... | 1,547 36 |
| Interest on United States bonds | 90,920 00 |
| Interest on District of Columbia bonds..... | 12,775 00 |
| Interest on money in treasury..... | 507 16 |

| | |
|--|--------------|
| Interest on Albany city and county bonds..... | \$9,330 00 |
| Interest on bonds, town of Middletown..... | 2,120 00 |
| Interest on bonds, New York city fives and sixes.... | 34,900 00 |
| Interest on bonds, Niagara Reservation..... | 1,500 00 |
| Dividends on stock of Manhattan Company..... | 3,500 00 |
| Rent of land | 12 00 |
| From revenue of U. S. Deposit Fund..... | 75,000 00 |
| | <hr/> |
| | \$243,170 96 |
| | <hr/> <hr/> |

Payments.

| | |
|---|--------------|
| Deficiency of revenue October 1, 1885..... | \$25,602 45 |
| Dividends to common schools | 245,000 00 |
| Indian schools..... | 5,790 02 |
| | <hr/> |
| | \$276,392 47 |
| Deficiency in revenue September 30, 1886..... | 33,221 51 |
| | <hr/> |
| | \$243,170 96 |
| | <hr/> <hr/> |

FREE SCHOOL FUND.

The following table shows the receipts and payments on account of the State school tax during the year:

Receipts.

| | |
|--|----------------|
| Balance on hand October 1, 1885 | \$461,309 05 |
| Interest on deposits..... | 7,978 81 |
| State tax..... | 3,094,731 46 |
| Money returned on erroneous apportionment..... | 66 12 |
| | <hr/> |
| | \$3,564,085 44 |
| | <hr/> <hr/> |

Payments.

| | |
|---|----------------|
| Apportionment to counties..... | \$2,745,101 18 |
| Supplemental apportionment..... | 1,974 28 |
| Indian schools..... | 3,332 31 |
| Fees of county treasurers | 1,319 98 |
| American Museum of Natural History..... | 17,750 20 |
| Teachers' institutes | 17,492 27 |
| School commissioners' salaries | 112,000 00 |
| Albany Normal School..... | 24,067 88 |
| Brockport Normal School..... | 18,024 23 |
| Buffalo Normal School..... | 17,968 95 |
| Cortland Normal School..... | 17,999 08 |
| Fredonia Normal School..... | 18,000 00 |
| Geneseo Normal School | 19,428 21 |
| New Paltz Normal School..... | 7,131 46 |

| | |
|---|----------------|
| Oswego Normal School..... | \$18,020 00 |
| Potsdam Normal School..... | 18,000 00 |
| Balance on hand September 30, 1886..... | 506,475 41 |
| | <hr/> |
| | \$3,564,085 44 |
| | <hr/> <hr/> |

STATEMENT OF ALL SCHOOL MONEYS RECEIVED AND APPORTIONED.

The State school moneys for the ensuing year are to be derived from the following sources:

| | |
|--|----------------|
| From the United States Deposit Fund..... | \$75,000 00 |
| From the Common School Fund..... | 170,000 00 |
| From the State school tax | 3,362,000 00 |
| | <hr/> |
| | \$3,607,000 00 |
| | <hr/> <hr/> |

The apportionment has been made, as required by law, and is as follows:

| | |
|---|----------------|
| For salaries of school commissioners..... | \$112,000 00 |
| For supervision in cities and villages | 52,400 00 |
| For libraries | 50,000 00 |
| For contingent fund, including \$85.39 for separate neighborhoods | 3,113 92 |
| For Indian schools..... | 3,926 08 |
| For district quotas..... | 1,692,780 00 |
| For pupil and average attendance quotas..... | 1,692,780 00 |
| | <hr/> |
| | \$3,607,000 00 |
| | <hr/> <hr/> |

The following table is a summary of the financial reports relating to common schools, for the year ending August 20, 1886. For a detailed statement by counties, see table No. 5, in Exhibit No. 1.

| RECEIPTS. | Cities. | Towns. | State. |
|---|----------------|----------------|-----------------|
| Amount on hand August 21, 1885 | \$1,580,173 49 | \$390,782 22 | \$1,970,955 71 |
| Apportionment of public moneys | 1,259,957 43 | 1,739,196 69 | 2,999,154 12 |
| Proceeds of gospel and school lands | 1 00 | 36,698 70 | 36,699 70 |
| Raised by tax | 6,753,170 25 | 3,165,548 46 | 9,918,718 71 |
| Estimated value of teachers' board ..... | ..... | 73,562 82 | 73,562 82 |
| From all other sources | 118,961 33 | 395,005 61 | 513,966 94 |
| Totals | \$9,712,263 50 | \$5,800,794 50 | \$15,513,058 00 |
| | <hr/> | <hr/> | <hr/> |
| PAYMENTS. | | | |
| For teachers' wages | \$5,236,730 92 | \$3,865,537 85 | \$9,102,268 77 |
| For libraries..... | 20,746 74 | 19,762 51 | 40,509 25 |
| For school apparatus..... | 266,454 41 | 43,708 44 | 310,162 85 |
| For colored schools..... | 14,180 50 | 7,597 05 | 21,777 55 |
| For school-houses, sites, etc.... | 1,405,773 51 | 870,681 87 | 2,276,455 38 |
| For all other incidental expenses..... | 934,711 22 | 599,001 44 | 1,533,712 66 |
| Forfeited in hands of supervisors ..... | ..... | 100 18 | 100 18 |
| Amount on hand August 20, 1886 | 1,833,666 20 | 394,405 16 | 2,228,071 36 |
| Totals | \$9,712,263 50 | \$5,800,794 50 | \$15,513,058 00 |
| | <hr/> | <hr/> | <hr/> |

By deducting from the totals, under the heads of payments, the sums remaining on hand August 20, 1886, it appears that the actual expenses of maintaining the common schools during the year was as follows:

| | |
|-----------------------------------|-----------------|
| In the cities..... | \$7,878,597 30 |
| In the towns..... | 5,406,389 34 |
| <hr/> | |
| Total..... | \$13,284,986 64 |
| Corresponding total for 1885..... | 13,466,367 97 |
| <hr/> | |
| Decrease | \$181,381 33 |
| <hr/> | |

The total expenditures for the maintenance of our public schools in each year from 1850 to the present time is shown in the following table:

| | |
|------------|----------------|
| 1850 | \$1,607,684 85 |
| 1851 | 1,884,826 16 |
| 1852 | 2,249,814 02 |
| 1853 | 2,469,248 52 |
| 1854 | 2,666,609 36 |
| 1855 | 2,544,587 62 |
| 1856 | 2,323,049 98 |
| 1857 | 3,792,948 79 |
| 1858 | *2,500,000 00 |
| 1859 | 3,664,617 57 |
| 1860 | 3,744,246 95 |
| 1861 | 3,841,270 81 |
| 1862 | 3,955,664 33 |
| 1863 | 3,859,159 21 |
| 1864 | 4,549,870 66 |
| 1865 | 5,735,460 24 |
| 1866 | 6,632,935 94 |
| 1867 | 7,683,201 22 |
| 1868 | 9,040,942 02 |
| 1869 | 9,886,786 29 |
| 1870 | 9,905,514 22 |
| 1871 | 9,607,903 81 |
| 1872 | 10,416,588 00 |
| 1873 | 10,946,007 21 |
| 1874 | 11,088,981 70 |
| 1875 | 11,459,353 43 |
| 1876 | 11,439,038 78 |
| 1877 | 10,976,234 45 |
| 1878 | 10,626,505 69 |
| 1879 | 10,348,918 08 |
| 1880 | 10,296,977 26 |

* Estimated.

| | |
|-------------|-------------------------|
| 1881 | \$10,808,802 40 |
| 1882 | 11,183,027 42 |
| 1883 | 11,858,594 09 |
| 1884 | 11,834,911 52 |
| 1885 | 13,466,367 97 |
| 1886 | 13,284,986 64 |
| Total | <u>\$276,181,637 21</u> |

The following table shows the entire amount expended during the year for the maintenance of public educational interests directly connected with this Department:

| | |
|--|------------------------|
| For the wages of common school teachers | \$9,102,268 77 |
| For district libraries | 40,509 25 |
| For school apparatus | 310,162 85 |
| For colored schools | 21,777 55 |
| For buildings, sites, furniture, repairs, etc. | 2,276,455 38 |
| For other expenses incident to the support of common schools. | 1,533,712 66 |
| For teachers' institutes | 17,492 27 |
| For Normal schools, from the general fund and free school fund. | 253,821 90 |
| For Indian schools. | 9,122 33 |
| For American Museum of Natural History. | 17,750 20 |
| For Department of Public Instruction. | 22,461 78 |
| For salaries of school commissioners. | 112,000 00 |
| For New York Institution for the Blind. | 48,769 45 |
| For institutions for the deaf and dumb — seven in number | 220,529 69 |
| | <u>\$13,986,834 08</u> |

SCHOOL DISTRICT LIBRARIES.

The following table shows the number of volumes reported annually in the school district libraries for 34 years, and the amounts annually appropriated and expended for such libraries during the same period:

| Years. | No. of volumes. | Appropriated. | Expended. |
|------------|-----------------|---------------|-------------|
| 1853..... | 1,604,210 | \$55,000 00 | \$49,499 39 |
| 1854 | 1,572,270 | 55,000 00 | 43,657 06 |
| 1855 | 1,494,542 | 55,000 00 | 55,216 31 |
| 1856 | 1,418,100 | 55,000 00 | 54,790 75 |
| 1857 | 1,377,933 | 55,000 00 | 32,163 75 |
| 1858 | 1,402,253 | 55,000 00 | 35,382 01 |
| 1859 | 1,360,507 | 55,000 00 | 38,361 58 |
| 1860 | 1,286,536 | 55,000 00 | 34,035 87 |

| Years. | No. of volumes. | Appropriated. | Expended. |
|------------|-----------------|-----------------------|-----------------------|
| 1861 | 1,305,377 | \$55,000 00 | \$34,145 37 |
| 1862 | 1,326,682 | 55,000 00 | 32,912 92 |
| 1863 | 1,172,404 | 55,000 00 | 29,465 65 |
| 1864 | 1,125,138 | 55,000 00 | 26,891 51 |
| 1865 | 1,269,125 | 55,000 00 | 26,816 08 |
| 1866 | 1,181,811 | 55,000 00 | 27,500 18 |
| 1867 | 1,112,011 | 55,000 00 | 24,439 25 |
| 1868 | 1,064,830 | 55,000 00 | 26,632 54 |
| 1869 | 1,026,130 | 55,000 00 | 26,897 85 |
| 1870 | 986,697 | 55,000 00 | 30,651 82 |
| 1871 | 928,316 | 55,000 00 | 63,505 38 |
| 1872 | 874,183 | 55,000 00 | 26,059 50 |
| 1873 | 856,555 | 55,000 00 | 27,203 79 |
| 1874 | 831,554 | 55,000 00 | 33,013 26 |
| 1875 | 809,141 | 55,000 00 | 33,225 90 |
| 1876 | 804,802 | 50,000 00 | 30,762 32 |
| 1877 | 765,546 | 50,000 00 | 31,125 71 |
| 1878 | 751,534 | 50,000 00 | 28,555 58 |
| 1879 | 755,380 | 50,000 00 | 32,071 12 |
| 1880 | 735,653 | 50,000 00 | 30,398 51 |
| 1881 | 707,155 | 50,000 00 | 35,499 22 |
| 1882 | 705,634 | 50,000 00 | 35,805 75 |
| 1883 | 701,675 | 50,000 00 | 37,799 66 |
| 1884 | 701,437 | 50,000 00 | 39,107 95 |
| 1885 | 732,876 | 50,000 00 | 41,369 74 |
| 1886 | 734,506 | 50,000 00 | 40,509 25 |
| Total..... | | <u>\$1,815,000 00</u> | <u>\$1,195,422 33</u> |

EXHIBIT No. 3.

NORMAL SCHOOLS.

1. REPORTS OF LOCAL BOARDS.
 2. NORMAL SCHOOL CIRCULAR.
 3. STATISTICAL TABLES.
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NORMAL SCHOOLS.

1. REPORTS OF LOCAL BOARDS.

ALBANY.

FORTY-THIRD ANNUAL REPORT OF THE EXECUTIVE COMMITTEE OF THE STATE NORMAL SCHOOL AT ALBANY, TO THE SUPERINTENDENT OF PUBLIC INSTRUCTION AND THE REGENTS OF THE UNIVERSITY, FOR THE YEAR ENDING AUGUST 20, 1886.

To the Superintendent of Public Instruction and the Regents of the University:

The executive committee of the State Normal School, at Albany, submit to you their forty-third annual report in respect to the several matters pertaining to the school:

I. THE EXECUTIVE COMMITTEE.

During the past year the only change which has taken place in the executive committee is the change of its chairmanship, caused by the termination of the term of office of the Honorable William B. Ruggles, Superintendent of Public Instruction, and the election in his place, by the Legislature, of the Honorable Andrew S. Draper, heretofore a member of this committee. The committee now consists of Andrew S. Draper, Superintendent of Public Instruction, chairman *ex-officio*, and David Murray, Robert L. Fryer and Samuel B. Ward; David Murray, secretary and treasurer.

II. FACULTY.

The changes made in the faculty of the school since the last report have been slight. The committee desires to express its very ardent commendation of the earnestness and diligence of the present members of the faculty.

The faculty is now constituted as follows:

| | Salary. |
|---|------------------------|
| Edward P. Waterbury, Ph. D., LL. D., Presiden and Professor of Mental and Moral Philosophy and Didactics..... | Residence and \$2, 500 |
| Albert N. Husted, A. M., Professor of Mathematics..... | 1, 800 |
| Walter V. Jones, A. M., adjunct Professor of Mathematics, | 1, 800 |
| Edward A. Burt, Professor of the Natural Sciences..... | 1, 500 |
| John B. Belding, Professor of Vocal Music..... | 600 |

| | Salary. |
|--|---------|
| Miss Kate Stoneman, Teacher of Geography, Drawing and Penmanship | \$900 |
| Miss Mary A. McClelland, Teacher of English Grammar and History | 900 |
| Miss Josephine E. Seaman, Teacher of English Literature and Rhetoric | 900 |
| Miss Anna A. Farrand, Teacher of Arithmetic and Algebra | 900 |
| Miss Ellen Bishop, Teacher of Elocution | 900 |
| Miss Mary F. Hyde, Teacher of Composition | 900 |
| Miss Anna E. Pierce, Secretary and Substitute | 500 |
| Mrs. Miraba A. B. Kelly, Superintendent of the Model School | 1, 200 |
| Mrs. Jennie L. Young, Assistant in the Model School | 800 |
| Miss Effie M. Fraats, Superintendent of Kindergarten | 900 |
| Miss Ida Isdell, Assistant in Kindergarten | 500 |
| Miss Josephine McMahan, Attendant in Kindergarten | 200 |

III. STUDENTS.

The following statement exhibits the attendance during the year ending August 20, 1886 :

Term ending January, 1886.

| | Males. | Females. | Total. |
|----------------------------|--------|----------|--------|
| Seniors, second term | 8 | 28 | 36 |
| Seniors, first term | 10 | 66 | 76 |
| Juniors, second term | 9 | 54 | 63 |
| Juniors, first term | 26 | 147 | 173 |
| Total | 53 | 295 | 348 |

Term ending June, 1886.

| | Males. | Females. | Total. |
|----------------------------|--------|----------|--------|
| Seniors, second term | 10 | 63 | 73 |
| Seniors, first term | 9 | 38 | 47 |
| Juniors, second term | 18 | 101 | 119 |
| Juniors, first term | 23 | 75 | 98 |
| Total | 60 | 277 | 337 |

| | |
|---|-----|
| Whole number of individual students during the school year .. | 484 |
| Average number by terms | 343 |

Average age of Students.

| | |
|---------------|-------|
| Males | 21.29 |
| Females | 19.26 |

Attendance in Model School and Kindergarten.

| | |
|---|-----|
| Number of individual pupils during school year..... | 273 |
| Average attendance..... | 229 |

Normal Graduates During School Year.

| | Males. | Females. | Total. |
|--|--------|----------|--------|
| Number graduating January, 1886..... | 9 | 24 | 33 |
| Number graduating June, 1886..... | 9 | 55 | 64 |
| <hr/> | | | |
| Total for the school year..... | 18 | 79 | 97 |
| Total from the origin of the school..... | 1, 044 | 1, 883 | 2, 927 |

IV. GRADUATES.

The following list indicates the names of the graduates and the subject of the graduating essay and the post-office address :

Class Graduated January 22, 1886.

| Name. | Subject of Essay. | Post-office. |
|----------------------|-------------------------------|---------------------|
| Margaret B. Akert, | Reward, | Crandell's Corners. |
| Mary F. Bell, | Cultivation of Memory, | Port Chester. |
| Jesse Benjamin, | Struggle for Place, | Washingtonville. |
| Edith M. Bodley, | Nature's Methods in Teaching, | High Falls. |
| Laura Bradt, | Faces, | Feurra Bush. |
| Oakley V. Cole, | Progress of Natural Science, | Albany. |
| Emma Delle Cooley, | Nothing Lost, | Cohoes. |
| Cornelia Deuel, | Manners. | Albany. |
| Susan Belle Forbes, | Caste, | West Troy. |
| Fanny Groat, | Ancient Nations, | Castleton. |
| Lila Herrick, | Character, | Warrensburgh. |
| Edward B. Horton, | Literature for the Young, | Coventryville. |
| Altie Hoyt, | Decision, | South Salem. |
| Adella L. Hurlbutt, | Energy, | New Lisbon. |
| Evan W. Jones, | Influence of Song, | Holland Patent. |
| Emma Lawson, | Bridges, | New Hamburgh. |
| Sara E. McMullen, | Words, | Rondout. |
| Sarah L. Merrill, | The Pen, | Loon Lake. |
| Margaret Myers, | Practical Education, | Poughkeepsie. |
| Mary F. Patterson, | Life's Poetry, | Albany. |
| E. Gertrude Payne, | Power of Sympathy, | Knowersville. |
| Chas. Howard Phelps, | John Wycliffe, | Central Bridge. |
| Lester F. Pitcher, | Magic of Kindness, | Central Bridge. |
| Carrie E. Polley, | Words about Women, | Whitehall. |
| Mary C. Ryder, | Samuel Johnson, | Albany. |
| Harry Sheldon, | Change, | West Taghkanic. |
| Norton Simmons, | Oral Teaching, | Craryville. |
| Katharine M. Snider, | Humor, | Spring Valley. |
| Ella L. Snow. | Recreation, | Creek Centre. |
| Floyd A. Thompson, | Action and Reaction, | Burlington Flats. |
| Margaret A. Tiernan, | Taste, | Dobb's Ferry. |
| Catharine A. White, | Purpose, | Gloversville. |
| Faunie L. Wilcox, | A Mother's Influence, | Tarrytown. |

Class Graduated June 25, 1886.

64 members ; ladies, 55, gentlemen, 9.

| Name. | Subject of Essay. | Post-office. |
|-----------------------|-------------------------------------|---------------------|
| Anna E. Austin, | Novelty, | West Exeter. |
| Charles M. Babcock, | Available Knowledge, | Garrattsville. |
| William E. Barnes, | How to Succeed, | Clayville. |
| Jessie A. Beach, | Geodes, | Little Falls. |
| Pearl E. Baudry, | Brutus, | Mayfield. |
| Fred. E. Bellows, | The Invisible-Realm, | Wadham's Mills. |
| Jennie E. Bennett, | George Eliot, | Fort Edward. |
| Jennie Bradley, | Pioneers, | Walton. |
| Minnie E. Brayton, | Windows of the Mind, | Easton. |
| Fannie Chamberlain, | Base and Summit, | Salem. |
| Susan C. Chapin, | Study, | Hartford. |
| Helen C. Clifford, | Women in Society, | Troy Road. |
| Louie Adele Coleman, | Effects of Pride, | Lawrence Station. |
| Henrietta L. Cox, | Unseeing Eyes, | Herkimer. |
| Carrie M. Dean, | George Cable, | Hornellsville. |
| John J. Dillon, | Choice of a Profession, | Mongaup Valley. |
| Jennie S. Doland, | Standards, | Chester. |
| Mary Dorn, | Step by Step, | Johnstown. |
| Mattie Durland, | The Old and the New, | Chester. |
| Winnifred C. Eysaman, | Sunshine, | Little Falls. |
| Harriet M. Fairley, | Our Surroundings, | Salem. |
| Elizabeth Garrity, | Expression of Character, | Chatham. |
| Jennie M. Gates, | Tunnels, | Morris. |
| Ellen Golden, | Holidays, | Waverly. |
| Nettie Graham, | The Study of Nature, | Putnam. |
| Jennie E. Griffin, | Goals, | Albany. |
| Jennie H. Griffin, | Influence of Large Cities, | Greenbush. |
| Henry W. Hedges, | Planning, | East Durham. |
| Catherine Herber, | Lessons from a Leaf, | Callanan's Corners. |
| Sarah M. Irish, | The American Indians, | Amawalk. |
| Lulu Stedman Lamson, | Practical Methods, | New York. |
| Christina H. Lawson, | Evening in the Country, | Green Island. |
| M. Elizabeth Lewis, | Charles Dickens, | Remsen. |
| Lunette MacFarland, | Typical Teachers, | Cohocton. |
| Mary Mallory, | Procrustes, | Washington Mills. |
| Carrie McChesney, | Heir-Looms, | Eagle Mills. |
| Jennie McCaubrey, | Habit, | Green Island. |
| Lottie Haines Miller, | The Uses of Evil, | Amagansett. |
| George S. Myer, | Stepping Stones, | Quarryville. |
| Sarah F. Neally, | The Books we Read, | Owego. |
| E. May Odell, | The Results of Ambition, | Turners. |
| Lizzie Otis, | Necessity a Helper, | Howells. |
| Alida Irene Phelps, | Dreaming, | Albany. |
| Ada C. Pollock, | Why we Study, | Patria. |
| Adrian M. Potter, | Physiology in Public Schools, | Hastings-on-Hudson. |
| Mary A. Riley, | Observations in a Railroad Station, | Albany. |
| Alice M. Robertson, | Masks, | Cambridge. |
| Olley F. Selfe, | Chaucer, | Lake Mahopac. |
| Helen L. Sewell, | Our Capitol, | Albany. |
| Jennie Shannon, | The Arch of Titus, | Albany. |
| Mary C. Sheehan, | Oxygen, | Albany. |
| Kate Simmons, | Failures, | Bethlehem Centre. |
| K. Anna Sloat, | Impressions, | Scotchtown. |
| Mary J. Sloat, | Preparations for Teaching, | Scotchtown. |
| Cora Maud Stearns, | Colored Glass, | Owego. |
| Ellen Sullivan, | A Seventh Century Schoolmaster, | Pinckney. |
| Helen L. Syron, | Sleep, | Clyde. |
| Frank Talbet (Mr.), | An Indian Legend, | Burlington Flats. |

| Name. | Subject of Essay. | Post-office. |
|--------------------|----------------------------|---------------|
| Lizzie A. Terry, | Conversation, | Walton. |
| George C. Todd, | Our National Banks, | Dobb's Ferry. |
| Mona E. Ward, | Chair-Backs, | Albany. |
| A. Louisa Weidman, | Pleasures of Anticipation, | Albany. |
| Nettie Wormuth, | Drifting, | Fultonville. |
| Jennie E. Wornham, | Our Homes, | Greenbush. |

V. QUALIFICATIONS FOR ADMISSION.

Persons applying for admission to the State Normal School at Albany are required to possess the following qualifications:

1. Candidates for admission to the lowest class must, if ladies, be not less than sixteen years of age; and if gentlemen, not less than eighteen years of age. Those applying for admission to an advanced class must be of a proportionately greater age. None will be admitted after the commencement of a term unless for weighty reasons.

2. Before examination the student is required to register and sign the following declaration: *We, the undersigned, hereby declare that our object in entering the Normal school is to prepare ourselves for a faithful performance of the duties pertaining to the office of teacher; and we further declare that it is our intention to devote ourselves to the work of instruction in the schools of the State.*

3. *Arithmetic.*—In arithmetic the applicant must be able to recite all of the ordinary tables of denominate numbers; to read and to write with facility large numbers both entire and decimal; to perform readily the operations of addition, subtraction, multiplication, division and reduction of numbers both simple and denominate, entire and fractional; to solve examples in percentage with its applications to interest, discount and profit and loss; to solve problems in ratio and proportion, and in square and cubic root. Problems will be given sufficiently difficult to test the capacity for logical reasoning.

4. *Geography.*—Questions are given relating to the shape of North America, its mountains, its river systems, the shape, the area, the boundaries and number of the United States and Territories and the relative importance of the different States. Information is required as to the great lakes, the mines and mineral productions of the United States; the production and exportation of wheat, cotton and petroleum; and as to the great railroad lines between the Atlantic and Pacific States. The applicant must be acquainted with the size, location and commercial characteristics of the more important cities of the United States and Europe.

5. *Grammar.*—The applicant must analyze, according to the system taught in any standard grammar, simple sentences, compound sentences, and complex sentences containing two or more clauses; must explain the formation of plural nouns; decline personal and relative pronouns, and show how the different case forms are used in sentences; explain and illustrate the office of adjectives and of adverbs; write verbs in any required mood and tense; and show a reasonable acquaintance with the use of capital and italic letters and with the subject of punctuation.

6. *Spelling*.—The applicant must exhibit a knowledge of the general rules of spelling, and be able to spell correctly seventy out of one hundred words in common every-day use.

7. *Reading*.—The applicant must be able to read in a clear and distinct manner, pronounce words correctly, and show a knowledge of emphasis, inflection, etc.

8. *Miscellaneous*.—Those applying for admission to the advanced classes are required to pass an examination in the studies of the preceding classes, and particularly in the methods of teaching the subjects which have been studied by these classes.

Applicants who can present a Regents' preliminary certificate are admitted to the lowest class without examination. Those who have a Regents' intermediate certificate are admitted to the junior second class without examination. Those having the Regents' intermediate certificate and pass-card in natural philosophy or who have a Regents' diploma including a pass-card in natural philosophy are admitted to the senior first class without examination.

Those desiring admission to the school should apply to their school commissioner for an appointment. If the applicant possesses the requisite qualifications, a commissioner will make the appointment and send a certificate of the same to the Superintendent of Public Instruction, who will indorse it and send it to the president, in whose hands it will be found on the arrival of the student at the school.

It is desired that each applicant who has not been successfully vaccinated within seven years shall be vaccinated before leaving home, and bring the physician's certificate of such vaccination.

Persons who are to be examined should report at the Normal school building on Tuesday, the day before the opening of the term; those admitted without examination and old students returning may report on Thursday, the day after the opening, except the senior seconds, who will report for service in the model school on Wednesday morning.

Students on arriving in the city will go to North Pearl street and take the Hamilton street cars to Willett street which will be within half a block of the building. Here they will be directed to boarding-houses approved by the faculty. Until they procure rooms they should retain the checks for their baggage which will be delivered free of charge.

Tuition and text-books are furnished gratuitously. The amount of fare necessarily paid by coming in public conveyance to the school will be refunded to those who are present at the beginning of the term and remain until its close.

The price of board in respectable families varies from \$3.50 to \$4 a week, exclusive of washing. Those who wish to board themselves can procure furnished rooms at \$1 a week. By so doing they can reduce their expenses to \$3 a week. All places for board and any change of place must be approved by the faculty.

VI. COURSE OF STUDY.

JUNIOR CLASS — *First Term.*

Arithmetic, English Grammar, Geography, Map Drawing, Penmanship, Physiology, Algebra, Didactics.

JUNIOR CLASS — *Second Term.*

Algebra Continued, Higher Arithmetic, Elocution, Rhetoric, English Grammar, Botany, Natural Philosophy, History of the United States, Didactics.

SENIOR CLASS — *First Term.*

Geometry, Natural Philosophy continued, Ethics, Astronomy, History, Science of Government, Higher Algebra, Criticism, Free Hand Industrial Drawing, Kindergarten work, Didactics.

SENIOR CLASS — *Second Term.*

English Literature, Mental Philosophy, Trigonometry and Surveying, Chemistry, Geology, Book-keeping, Political Economy, Evidences of Christianity, Natural History, Comparative Anatomy, Practical use of the Microscope, Didactics, Teaching in Model School.

Composition, Elocution and Vocal Music receive prominent attention throughout the course; it is expected that every student who shall have attended one term will be qualified to teach simple vocal music to children.

The course requires in all two years. The year is divided into two terms each containing 20 weeks. Sometimes the student requires more than the two years to complete this course of study. The students are divided into four classes, and these are subdivided into sections.

An important part of the work of the Normal school is to train the student how to teach the subjects which are here learned. Like all intellectual work this cannot be done merely by telling the students how these subjects should be taught. The teachers of the Normal school are each of them set to teach the subjects prescribed, but they must show also how these subjects are to be taught. Besides the instruction received in their own classes the students are also required to teach in the model school for a definite portion of the time during which they are in school. This part of their work is by no means a hap-hazard scheme. They are required each day to submit to the superintendent of the model school a plan of their proposed work, and this plan, after having been discussed and modified, is carried out in the classes. They are also required to visit the parents of the scholars in the model school and to establish with them relations as to their progress. They are also expected to visit the public schools of the city and submit written reports of what they see and learn. From half-past eight until nine o'clock, the graduating class of the Normal school assists individually the pupils of the model school.

A material part of the Normal school is the schools connected with it, where the students are practically trained in the methods of instruction. In the new building a kindergarten has been estab-

lished, which is meeting with great success. It is in charge of Miss Fraats, who is a graduate of the Froebel Kindergarten, of Hamburg, Germany. She is also a graduate of this Normal school; so that she combines in one person the qualifications which are most needful. The students of the senior first class receive instruction in kindergarten work for an hour each day, and also practice in the school for another hour. This continues during a half of the term. Persons not members of the school cannot be permitted to take instruction in the kindergarten.

The model school, which is attached to the Normal school as its principal training department, consists of a primary department and of an intermediate and advanced department. The primary department is conducted in a separate room from the rest of the model school, but is under the same superintendent. The object of this department is to furnish an opportunity to the student to learn to organize and teach a primary school.

The other departments of the model school, which are termed the intermediate and advanced departments, are conducted in the principal room of the model school. There are a large number of recitation-rooms connected with the model school, in which the scholars are conducted in the various subjects of study by the students of the Normal school.

VII. THE NEW BUILDING.

The executive committee are glad at the present time to report that the new building is entirely complete and is occupied in all its parts by the Normal school. They believe that the building in every particular is carefully and honestly constructed, and that it is in all respects well adapted for the purposes intended. They desire, in this connection, to express their great obligation to the president of the school for the uninterrupted care which he has shown during the construction. They are proud to be able to present to the State a building which is so admirably adapted to the purposes intended, and which has been constructed within the terms of the appropriations which were made for it.

The complete account of the moneys expended for the site and erection of this building will be given in the next report of the executive committee. The building is entirely complete, with the exception of certain tests that are required to be made before accepting the steam-heating apparatus.

VIII. THE ALUMNI MEMORIAL WINDOW.

This window is placed in the north end of the large assembly-room. It is $32\frac{1}{2}$ feet in height by $14\frac{1}{4}$ feet in width. A full description of it will be found in the report of the executive committee for 1885. The memorial window is erected by the contributions of the alumni of the institution. Only a part of the window has yet been erected. The amount of money so far received is

\$1,687.01. The entire window, when completed, will cost \$
The executive committee assume no financial responsibility about the window, but they agree, as money is placed in their hands by the alumni, to notify the designer, in order that he may proceed with his work. The committee of the Alumni Association, who have this matter in charge, consists of President Waterbury, who is its chairman and treasurer, and of Messrs. Abbott and Giffin.

IX. PORTRAITS.

It is the purpose of the committee to place in the assembly-room of the new building as many of those who have in the past been connected with the school as possible. The following portraits have, in prosecution of this design, been received : A portrait of General Elias W. Leavenworth, who, at an early date, was chairman of the executive committee ; a portrait of Rev. William H. Campbell, D. D., LL. D., late president of Rutgers College, and only surviving member of the original executive committee ; a portrait of David P. Page, first principal of this school ; a portrait of David H. Cochran, Ph. D., LL. D., former principal of this school and now president of the Brooklyn Polytechnic Institute ; a portrait of Rev. Joseph Alden, D. D., LL. D., late president of the school ; a portrait of the late Hon. Robert H. Pruyn, who, for many years, was a member of the executive committee (this portrait was presented to the school by his sons) ; a portrait of the late Hon. Samuel Young, first chairman of the executive committee, presented by his daughter, Mrs. Wayland, of Saratoga ; a portrait of Amos Dean, LL. D., member of executive committee 1866-1868, presented by his family ; a portrait of General Franklin Townsend, member of the executive committee from 1851 to 1878 ; a portrait of Jacob S. Mosher, M. D., Ph. D., member of the executive committee from 1869 to 1883 ; a portrait of Hon. Henry H. Van Dyck, chairman of executive committee from 1857 to 1861 ; a portrait of Hon. Charles L. Austin, member of the executive committee from 1849 to 1866, presented by his sons.

X. FINANCIAL STATEMENT.

The following presents a statement of the receipts and expenditures on behalf of the maintenance of the school for the year ending August 20, 1886 :

Receipts.

| | |
|--|---------------------|
| Balance on hand August 21, 1885..... | \$2, 204 36 |
| From State Treasurer, general appropriation..... | 18, 012 57 |
| From State Treasurer, special appropriation..... | 6, 055 31 |
| From tuition of the model school..... | 3, 467 00 |
| From tuition of kindergarten | 455 00 |
| From contingent sources..... | 16 50 |
| Total | <u>\$30, 210 74</u> |

Expenditures.

| | |
|---|---------------------|
| For salaries in Normal department | \$13, 718 01 |
| For salaries in model school | 1, 900 00 |
| For salaries in kindergarten..... | 1, 500 00 |
| For salaries of janitors | 1, 337 80 |
| For fuel, light and water..... | 4, 165 56 |
| For repairs of buildings..... | 13 13 |
| For apparatus and chemicals..... | 133 66 |
| For books and stationery | 1, 168 07 |
| For mileage of students | 963 12 |
| For contingent expenses | 2, 155 27 |
| Balance on hand August 20, 1886..... | 3, 156 12 |
| Total | <u>\$30, 210 74</u> |

Respectfully submitted.

ANDREW S. DRAPER, *Chairman.*

DAVID MURRAY,

ROBERT L. FRYER,

S. B. WARD,

*Executive Committee.*ALBANY, *December 14*, 1886.

REPORT OF PRESIDENT WATERBURY.

To the Executive Committee of the State Normal School:

GENTLEMEN.—I am requested by the Superintendent of Public Instruction to state my views “upon the relations of the Normal schools to the educational system of the State.” What I shall say will have reference to the State Normal School at Albany. The act for its creation makes appropriation for “the establishment and support of a Normal School for the instruction and practice of teachers of common schools in the science of education and in the art of teaching.” This law remains still in force. The common schools of the State may fairly be held to include the general system of public schools, so that this school may be properly called upon to prepare teachers for the schools of the State other than those recognized as professional schools, colleges or academies. It has been asserted by many engaged in the work of education that the teacher must be born a teacher. This may be admitted in the limited sense that as the great poet, statesman, philosopher and general, is so by virtue of his birth, so the greatest teacher is such by the original constitution of his mind. Yet the minor author, statesman, philosopher or general has become such by a special system of training;

so, the Normal school by its very existence declares that which is known to those in charge of such schools as a fact, that by a proper system of instruction, training and development, those who would not otherwise be very good teachers may be made excellent ones. The interesting question is, how can this be done? The general answer is, by instruction and practice. The State Normal School at Albany answers in its course of instruction and training. The object of this course is to develop the mind of the student in various directions, to have him learn something of the way in which his own mind expands and grows; to look to his own childhood and youth and remember the difficulties which he met, the way in which he overcame them, etc.; to learn the proper order and sequence of presenting subjects to the mind of the youngest child as well as to that of older students of whom he will have charge. He must learn to manage, to control, to incite enthusiasm, to establish cordial relations with parents so that they will work in harmony with him, to develop the mental, the moral and the physical organization of the child. The mind of the Normal student is developed with regard to reason, judgment and taste by the study of mathematics; and of language (in this school his own language only), by rhetoric, and a critical examination of the works of the best authors; by oral reading and elocution he learns how to express the sentiments of an author and be in sympathy with his productions; all supplemented with exercises in literary composition.

In the study of geography he acquires not only a technical geographical knowledge, but he learns the broader and more general relations that exist between the different races of men; the different nations; somewhat of the how and why of their growth and development as affected by climate, location and other influences and so he acquires a broader, deeper and more accurate view. He sees the various portions of the earth not only in his imagination, but by aid of the stereopticon he journeys over the globe and gazes upon the wonders wrought by God and the interesting work of man, and thus becomes familiar with the face of the earth, with the remarkable structure of it, and with its inhabitants. He is instructed in the relations existing between this planet and other planets, and their joint dependence upon the parent sun; and he notes the moon as connected with the tides, etc.

His mathematical training takes him from the very ground-work of the subject up to and including surveying. His language work begins with methods developing the learning to read as comprehending thought, originating thought and expressing thought up to and including English literature. He learns the growth of the intellect by the use of gifts and objects, commencing with the kindergarten and ending with the natural sciences in which he performs, explains and illustrates his own experiments in natural philosophy and in chemistry. In the last two he is trained to devise common and inexpensive apparatus; so that, deprived of those

excellent facilities which he finds here, he may yet do much with little aid and something with none. It is in these ways that much manual education is given. His training in mental philosophy is rather of the psychological order that he may learn how the mind develops and grows, and so apprehend something of the laws which govern its actions; acquired thus, it will be more practically available to him in his future professional life. In moral philosophy he learns somewhat of the relations existing between himself and his maker, what right is, and sees the duties that arise from it toward God, his fellow-man and himself; and thus how children should be morally trained, that education may not lend its aid to those who would destroy society rather than to those who would ameliorate the condition of men; and somewhat in connection with this subject he is instructed in political economy and his mind comprehends something of those subjects which are now of vital import to every civilized race.

Attached to the Normal school proper are schools of instruction, comprising the model school with its three departments and the kindergarten. In these schools the student practices what he is taught. Day by day he prepares a method scheme for teaching the lesson of the succeeding day. He submits this to the superintendent and assistant, by whom it is criticised, corrected, amended, returned. Day by day his recitation-room is visited by these two, who see that the teaching is done in accord with the scheme. His acquirements have been somewhat theoretical; now they become seriously, vitally practical.

The student is sent to visit our excellent city schools and to make a written report of that which he sees and learns thereby; he is sent to visit the parents of the pupils whom he teaches, and thus to learn how to establish the triple relations that should always exist between the parent, the pupil and the teacher. Written reports are made of such visits. He listens to a series of talks or lectures from the president of the school upon the subjects of school economy, management, discipline and the various relations involved; and the knowledge thus obtained he puts into practice in the model school which, under strict supervision, is entirely managed by the student teachers. When he graduates he is modestly prepared to take charge of, instruct and control a public school of the State. Were it possible, and were the instruction given in the best manner in the schools where he is prepared for the Normal school, it would be very advantageous to raise the standard of admission to the Normal school so that the academic work could be entirely done before the student's entrance and a shorter time be devoted entirely to methods and to professional work. This would utilize to a greater degree the instruction received before entering the school, and thus render much more service to the State by the increased number which it would be enabled to graduate.

In the present condition of the district schools of the State it seems impossible that this can to any great extent be done. And yet we have been enabled to make use of the work of the schools

of secondary instruction under the direction of the Regents. Those who have entered, taking an advanced position as to classes, have done so well as to justify the innovation; yet we feel that their training in methods of teaching the elementary branches is not so good as it would have been had they taken the entire course of instruction at this school.

From the law above quoted it will be seen what this Normal school has ever recognized as its proper relation to the schools of the State. From the slight and imperfect sketch of the work done here, can be gathered something of what we believe should be the course of preparation of those who are to be placed in charge of those schools.

My apology for the inadequacy of this communication is in the fact that my duties have been so incessant and absorbing that the matter has been postponed until the last moment, and owing to a temporary difficulty with my eyes, has been dictated in a darkened room.

Very respectfully,

EDWARD P. WATERBURY,
President.

STATE NORMAL SCHOOL, *December 3, 1886.*

BROCKPORT.

TWENTIETH ANNUAL REPORT OF THE LOCAL BOARD OF THE STATE
NORMAL AND TRAINING SCHOOL AT BROCKPORT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction:

SIR.—The local board of the State Normal and Training School at Brockport hereby respectfully submit their annual report for the year ending December 31, 1886:

I. BUILDINGS AND GROUNDS.

There have been no extensive repairs upon the buildings during the year. The amount expended for ordinary repairs and the general care of the buildings and grounds is \$668.52.

II. VALUATION.

| | |
|----------------------------|---------------------|
| Buildings and lot | \$140,000 00 |
| Furniture | 5,000 00 |
| Library and apparatus..... | 11,000 00 |
| Total | <u>\$156,000 00</u> |

III. SUMMARY OF RECEIPTS AND EXPENDITURES.

Receipts.

| | |
|---|---------------------|
| Amount in hands of local board August 21, 1885..... | \$504 44 |
| Amount received from State Treasurer | 18, 024 53 |
| Amount received from Comptroller | 246 10 |
| Amount received from academic tuition..... | 1, 897 50 |
| Total | <u>\$20, 672 57</u> |

Payments.

| | |
|--|---------------------|
| Amount paid for salaries, Normal school | \$13, 800 00 |
| Amount paid for salaries, academic..... | 1, 450 00 |
| Amount paid for salary of janitor, Normal..... | 500 00 |
| Amount paid for salary of janitor, academic..... | 250 00 |
| Amount paid for library, text-books and apparatus... | 837 64 |
| Amount paid for repairs and improvements..... | 668 52 |
| Amount paid for incidentals..... | 2, 876 62 |
| Amount on hand August 20, 1886, academic..... | 289 79 |
| Total | <u>\$20, 672 57</u> |

IV. DETAILED STATEMENT OF EXPENDITURES FOR THE YEAR, OF WHICH THE FOREGOING IS A SUMMARY.

1. Amount paid for teachers and janitor, viz.:

Normal.

| | |
|------------------------------|---------------------|
| C. D. McLean, principal..... | \$2, 500 00 |
| W. H. Lennon | 1, 600 00 |
| H. G. Burlingame..... | 1, 400 00 |
| Charles D. Seely..... | 1, 400 00 |
| Miss Mary P. Rhoades..... | 1, 200 00 |
| Miss C. M. Chriswell..... | 700 00 |
| Miss J. E. Lowery..... | 700 00 |
| Miss M. J. Thompson | 700 00 |
| Mrs. M. A. Cady..... | 600 00 |
| Mrs. S. M. Cottrell..... | 600 00 |
| Miss E. Richmond | 600 00 |
| Miss S. M. Efner..... | 500 00 |
| Miss M. O. White..... | 500 00 |
| Mrs. Louise C. Williams..... | 500 00 |
| Miss Alice M. Atwater | 300 00 |
| F. G. Merritt, janitor..... | 500 00 |
| Total..... | <u>\$14, 300 00</u> |

Academic.

| | |
|------------------------------|--------------------|
| Arthur Tooley | \$850 00 |
| Miss F. C. Willsea..... | 600 00 |
| F. G. Merritt, janitor | 250 00 |
| Total..... | <u>\$1, 700 00</u> |

2. Amount paid for library, text-books and apparatus:

1885.

| | | | |
|------|-----|--|----------|
| Oct. | 12. | Paid Simon & Barnum, book-binding.... | \$143 25 |
| Nov. | 9. | Paid J. A. Tozier, text-books and chemicals. | 91 31 |
| Dec. | 16. | Paid Steele & Avery, text-books..... | 110 13 |
| | 16. | Paid Ginn & Co., text-books..... | 19 75 |
| | 16. | Paid Sheldon & Co., atlas..... | 2 67 |
| | 16. | Paid B. Westerman & Co., atlas..... | 2 00 |

1886.

| | | | |
|-------|-----|--|--------|
| Feb. | 10. | Paid Ginn & Co., atlas..... | 2 00 |
| April | 22. | Paid J. E. Patten, chemicals..... | 9 53 |
| | 22. | Paid Bausch & Dransfield, apparatus.... | 57 40 |
| | 22. | Paid Steele & Avery, school-books..... | 124 50 |
| May | 17. | Paid Ginn & Co., text-books..... | 15 00 |
| June | 15. | Paid Charles Scribner's Sons, Encyclopedia | 7 00 |
| | | From special appropriation of 1884: | |
| | 15. | Paid C. D. McLean, globes..... | 32 00 |
| | 15. | Paid W. R. Norris, maps | 17 50 |
| | 15. | Paid Geo. Weldon & Co., paper-hangings. | 51 60 |
| | 15. | Paid C. E. Morris, books..... | 72 00 |
| | 15. | Paid B. M. Wickes, book-case | 73 00 |
| Aug. | 10. | Paid Chas. Scribner's Sons, Encyclopedia . | 7 00 |

| | |
|------------|-----------------|
| Total..... | <u>\$837 64</u> |
|------------|-----------------|

3. Amount paid for repairs and improvements:

1885.

| | | | |
|------|-----|---|--------|
| Oct. | 12. | Paid D. S. Morgan & Co., lumber | \$7 85 |
| | 12. | Paid Benjamin Maxon, plastering..... | 4 50 |
| | 12. | Paid A. S. Lewis, labor and materials.... | 75 20 |
| | 12. | Paid H. C. Vetter, labor..... | 2 50 |
| Nov. | 9. | Paid Jared Maxon, labor..... | 2 00 |
| | 9. | Paid J. A. Caswell, labor..... | 17 50 |
| | 9. | Paid Robert Currie, labor..... | 3 75 |
| | 9. | Paid Daniel Reed, labor..... | 3 94 |
| | 9. | Paid Brennan & Adams, labor..... | 9 60 |
| | 9. | Paid H. C. Heuer, repairs..... | 5 25 |
| | 9. | Paid Underhill & Williams, lumber..... | 69 18 |
| | 9. | Paid Wells & Minot, hardware | 27 60 |
| | 9. | Paid Samuel Sloan, hardware..... | 31 19 |
| | 9. | Paid E. H. Cook & Co., hardware..... | 26 55 |

1885.

| | | | |
|------|-----|-------------------------------------|---------|
| Dec. | 16. | Paid R. T. Ward, tinning..... | \$15 94 |
| | 16. | Paid Smith & Pearce, furniture..... | 28 95 |
| | 16. | Paid William Welch, cement..... | 2 80 |
| | 16. | Paid Edward Rowley, labor..... | 30 75 |
| | 16. | Paid William R. White, labor..... | 3 50 |
| | 16. | Paid H. E. Webster, sewer pipe..... | 8 25 |
| | 16. | Paid Frank Robinson, labor..... | 15 00 |

1886.

| | | | |
|-------|-----|--|-------|
| Feb. | 10. | Paid H. C. Heuer, repairs..... | 3 00 |
| | 10. | Paid J. M. Brazill, labor..... | 11 25 |
| | 10. | Paid Samuel Sloan, gas fixtures..... | 16 60 |
| | 10. | Paid Walter Tewksbury, mason-work.... | 4 00 |
| | 10. | Paid E. B. Sintzenich, repairing boiler... | 17 11 |
| | 10. | Paid W. N. Winslow, repairing clocks.... | 5 00 |
| April | 22. | Paid E. H. Cook & Co., grates, etc..... | 47 39 |
| | 22. | Paid A. Harmon & Son, tile..... | 20 35 |
| | 22. | Paid H. Harrington, labor..... | 20 75 |
| | 22. | Paid S. F. Parker, labor..... | 1 00 |
| | 22. | Paid Johnston & Jubenville, labor..... | 31 65 |
| | 22. | Paid Patrick Kedian, labor..... | 2 25 |
| | 22. | Paid The Hayden Furniture Co., tapestry. | 12 00 |
| | 22. | Paid Hinman & Fowler, hardware..... | 29 83 |
| May | 17. | Paid H. C. Heuer, repairing furniture... | 4 00 |
| | 17. | Paid American Express Co., express.... | 3 70 |
| June | 15. | Paid Charles Schick, labor..... | 3 50 |
| | 15. | Paid Henry Stephens, labor..... | 4 00 |
| | 15. | Paid A. S. Lewis, kalsomining..... | 11 90 |
| | 15. | Paid Samuel Sloan, gal. pipe, etc..... | 4 55 |
| Aug. | 10. | Paid Samuel Sloan, gas fitting..... | 7 39 |
| | 10. | Paid Edward Rowley, labor..... | 7 50 |
| | 10. | Paid C. M. Burlingame, labor..... | 3 50 |

\$664 02
From Academic Funds.

| | | | |
|-----|-----|---------------------------------|------|
| May | 27. | Paid Patrick Kedian, labor..... | 4 50 |
|-----|-----|---------------------------------|------|

Total.....\$668 52

4. Amount paid for incidentals:

1885.

| | | | |
|------|-----|--|---------|
| Oct. | 12. | Paid Brockport Gas-light Co., gas, June 1 to October 1..... | \$70 80 |
| | 12. | Paid Hammon & Campbell, printing..... | 4 00 |
| | 12. | Paid American Express Co., express..... | 3 70 |
| | 12. | Paid M. E. Baker, postage and telegrams. | 30 68 |
| | 12. | Paid S. N. Allen, trucking..... | 48 08 |
| | 12. | Paid E. H. Bacon, tuning organ..... | 6 00 |
| | 12. | Paid Hamilton & Mathews, dusters..... | 6 00 |

| | | | |
|-------|-----|---|-------------|
| 1885. | | | |
| Oct. | 12. | Paid John Berry, coal..... | \$1, 155 00 |
| Nov. | 9. | Paid Peleg P. Kirby, wood..... | 7 00 |
| | 9. | Paid Howe & Rogers, mat..... | 3 00 |
| | 9. | Paid Brockport Gas-light Co., gas, Oct. 1 to Nov. 1..... | 44 10 |
| | 9. | Paid J. E. Patten, chemicals..... | 11 55 |
| Dec. | 16. | Paid Hammon & Campbell, printing.... | 11 00 |
| | 16. | Paid Brockport Gas-light Co., gas, Nov. 1 to Dec. 1..... | 59 40 |
| | 16. | Paid Bell Telephone Co., rent..... | 15 00 |
| | 16. | Paid John Berry, coal..... | 94 33 |
| | 16. | Paid J. E. Patten, stationery..... | 66 85 |
| 1886. | | | |
| Jan. | 15. | Paid D. Holmes, postage and stationery.. | 5 00 |
| Feb. | 10. | Paid Albert C. Goodwin, diplomas..... | 3 00 |
| | 10. | Paid C. D. McLean, mileage bills..... | 178 74 |
| | 10. | Paid John C. Moore, blanks..... | 9 70 |
| | 10. | Paid Brockport Gas-light Co., gas, Dec. 1 to Jan. 1..... | 60 00 |
| | 10. | Paid Hammon & Campbell, printing.... | 22 00 |
| | 10. | Paid American Express Co., express..... | 4 75 |
| April | 22. | Paid Dr. E. M. Moore, professional services | 20 00 |
| | 22. | Paid Brockport Gas-light Co., gas, Jan. 1 to April 1..... | 128 10 |
| | 22. | Paid L. T. Beach, printing..... | 52 10 |
| May | 17. | Paid Brockport Gas-light Co., gas, April 1 to May 1..... | 21 60 |
| | 17. | Paid J. A. Tozier, postage and stationery, | 1 00 |
| June | 15. | Paid American Express Co., express..... | 2 00 |
| | 15. | Paid E. R. Andrews, printing and stationery..... | 65 80 |
| | 15. | Paid Bell Telephone Co., rent..... | 18 00 |
| | 15. | Paid Bausch & Dransfield, chemicals.... | 6 89 |
| | 15. | Paid M. E. Baker, postage and telegrams, | 9 87 |
| Aug. | 10. | Paid C. D. McLean, mileage bills..... | 167 23 |
| | 10. | Paid J. E. Patten, stationery..... | 9 66 |
| | 10. | Paid American Express Co., express..... | 1 80 |
| | 10. | Paid H. E. Webster, coal..... | 10 50 |
| | 10. | Paid Hammon & Campbell, printing.... | 32 25 |
| | | | <hr/> |
| | | | \$2, 466 48 |

From Academic Funds.

| | | | |
|------|-----|--|-------------|
| Oct. | 12. | Paid N. W. Ayer & Co., advertising.... | \$157 65 |
| July | 6. | Paid insurance..... | 250 00 |
| | 6. | Paid sundries..... | 2 49 |
| | | | <hr/> |
| | | | \$2, 876 62 |
| | | | <hr/> |

V. TEACHERS AND SALARIES.

Miss Ellen F. Mason, a former graduate of this institution, has been elected principal of the primary department in the place of Mrs. Cottrell, resigned, at the same salary. No other changes have been made in teachers or salaries.

VI. LOCAL BOARD.

Mr. Edgar Benedict, of Brockport, was appointed a member of the local board by Superintendent Ruggles the 25th day of January, 1885, in place of Dr. A. N. Braman, resigned. The board is now composed of the following members :

Dayton S. Morgan, chairman, Daniel Holmes, secretary, J. D. Decker, treasurer, and Messrs. George H. Allen, Dr. M. B. Anderson, Edgar Benedict, Elijah C. Chriswell, John H. Kingsbury, John A. Latta, Joseph A. Tozier and Eliphalet Whitney.

VII. ATTENDANCE FOR THE YEAR BEGINNING AUGUST 21, 1885, AND
ENDING AUGUST 20, 1886.

Normal.

| | |
|------------------------------|--------|
| Whole number registered..... | 325 |
| Average attendance..... | 207.35 |
| Average age, males..... | 19.38 |
| Average age, females..... | 19.18 |
| | ===== |

Number of Graduates.

| | |
|--------------|-------|
| Male .. | 1 |
| Females..... | 11 |
| | ----- |
| Total | 12 |
| | ===== |

*Whole Number of Graduates from Normal Department Since the
School was Established.*

| | |
|--------------|-------|
| Males..... | 90 |
| Females..... | 270 |
| | ----- |
| Total | 360 |
| | ===== |

Academic.

| | |
|------------------------------------|-------|
| Whole number registered..... | 110 |
| Average number in attendance | 62 |
| | ===== |

Intermediate.

| | |
|------------------------------------|-------|
| Whole number registered..... | 131 |
| Average number in attendance | 110 |
| | ===== |

Primary.

| | |
|------------------------------------|-----|
| Whole number registered..... | 144 |
| Average number in attendance | 109 |

VIII. ALUMNI.

The following is a list of graduates for the past year, with residence and grade of diplomas, viz.:

CLASS OF 1886.

First Term, January 26.

NORMAL DEPARTMENT.

Classical Course.

Allerton, Augusta, Newark, Wayne county.
Gould, Nora J., Union Hill, Monroe county.

Advanced English.

Braithwaite, Clara A., Lincoln, Wayne county.

Second Term, June 29.

NORMAL DEPARTMENT.

Classical Course.

Betteridge, Grace L., Brockport, Monroe county.
Brown, S. Elizabeth, Little Falls, Herkimer county.
Lamson, Mary E., Clifton Springs, Ontario county
Williams, L. Calla, Middlesex, Yates county.
Smith, George E., Middleport, Niagara county.

Advanced English.

Higbie, Clara E., Penfield, Monroe county.
Paine, Louise M., West Greece, Monroe county.
Pratt, Harriet S., Manchester, Ontario county.

Elementary English.

Davis, Jessie C., Medina, Orleans county.

ACADEMIC DEPARTMENT.

Classical Course.

Denslow, Clara H., Rochester, Monroe county.
Edwards, Ella M., Holley, Orleans county.
Allen, Marion J., Clarkson, Monroe county.

English Course.

Chriswell, John F., Brockport, Monroe county.
Hooker, L. Florence, Brockport, Monroe county.
Kingsley, Charles F., Brockport, Monroe county.

Course Preparatory for College.

Curby, Walter S., Rochester, Monroe county.
Duncan, Albert G., Rochester, Monroe county.
Heath, William A., Brockport, Monroe county.
Justice, Albert J., West Greece, Monroe county.

Musical Course.

Getty, Katie L., Brockport, Monroe county.

Vick, Maude M., Barnard's Crossing, Monroe county.

VERIFICATION.

STATE OF NEW YORK, {
County of Monroe, } ss. :

Daniel Holmes, secretary of the local board, being duly sworn, says that the foregoing report is correct and true, to the best of his knowledge, information and belief.

DANIEL HOLMES,
Secretary.

Sworn to before me, this 1st }
day of December, 1886. }

JOHN H. KINGSBURY,
Notary Public.

REPORT OF PRINCIPAL McLEAN.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—I beg leave to call your attention to the relation of the academic department to the State Normal and Training School at Brockport, N. Y.

The Brockport Collegiate Institute was incorporated by act of Legislature of the State of New York, in 1842, from which time it continued in successful operation until 1866. The grounds and the money for the erection of the building thereon were donated by citizens of Brockport and vicinity.

When the organization of a State Normal and Training School was under consideration, many of the citizens of the village and vicinity, who had donated money for the erection of the building and support of the school, strongly objected to changing the academy to a Normal school, on the ground that they wanted to educate their children here, but did not want to fit them for teachers. This matter was, at that time, laid before the then Superintendent of Public Instruction and other State officials, and permission was granted for the continuance of the academy as an organic department of the Normal school, on condition that such academic department should be self-sustaining. Thereupon, the trustees of the Brockport Collegiate Institute transferred their property, including buildings, ground, apparatus and library to the trustees of the village of Brockport. The village trustees then erected additional buildings suitable for Normal school purposes, with additional rooms for academic department and transferred the whole by deed to the State of New York. The value of the property thus trans-

ferred to the State was estimated at (\$112,000) one hundred and twelve thousand dollars by the State officials.

Since the organization of this Normal school, the academic department has been more than self-sustaining, and the surplus has been used for the general benefit of the whole school.

I herewith give you the attendance in the academic department for the fall term ending January 25, 1887, with residence of pupils. I think this year is a fair sample of past years.

The whole number of pupils registered in the academic department for fall term ending January 25, 1887, 121.

| | |
|---|----|
| Number of pupils residing in corporation..... | 49 |
| Number of pupils within 5 miles of Brockport..... | 36 |
| Number of pupils over 5 miles and within 10 miles..... | 9 |
| Number of pupils over 10 miles and within 20 miles..... | 19 |
| Number of pupils over 20 miles from Brockport..... | 4 |
| Number of pupils out of State..... | 4 |

You will see from the foregoing, that the attendance in the academic department is almost wholly local, and were there no academic department connected with the school, the people of this vicinity would be deprived of school privileges of an academic grade, as there is no other school of similar grade within a considerable distance.

Your obedient servant,

CHARLES D. McLEAN.

Principal.

BROCKPORT, *January 10, 1887.*

BUFFALO.

ANNUAL REPORT OF THE LOCAL BOARD OF THE STATE NORMAL AND TRAINING SCHOOL AT BUFFALO.

HON. A. S. DRAPER,

Superintendent of Public Instruction :

SIR. — The local board of the Normal and Training School at Buffalo submit their sixteenth annual report as follows:

The local board has been reorganized during the year by the appointment of new members to fill the vacancies caused by the resignation of Messrs. Root, Putnam and Cleveland, and by the appointment of committees to take charge of the various interests of the school, and is now constituted as follows: Thomas F. Rochester, Buffalo, president; David F. Day, Buffalo, vice-president; Charles A. Sweet, Buffalo, secretary; Stephen M. Clement, Buffalo, treasurer; Pascal P. Pratt, Buffalo; Henry Lapp, Clarence; Charles W. Goodyear, Buffalo; George C. Greene, Buffalo; William Hengerer, Buffalo.

COMMITTEES OF THE BOARD.

On the condition and management of the school. — Messrs. Rochester, Pratt, Clement and Greene.

On building. — Messrs. Clement, Sweet and Goodyear.

On grounds. — Messrs. Greene, Day and Hengerer.

THE FACULTY OF INSTRUCTION.

At the close of the school year, Mr. H. B. Buckham resigned the position of principal, which he had held since the opening of the school in 1871, and his resignation was accepted by the board. James M. Cassety, of Albany, was nominated as his successor by the board, and this action was approved by the Superintendent of Public Instruction. The departments of instruction and the salaries of the instructors are as follows :

NORMAL SCHOOL.

| | |
|--|----------|
| James M. Cassety, A. M., Ph. D., Principal, Didactics... | \$2, 500 |
| David S. Kellicott, Ph. D., Physical Sciences..... | 1, 600 |
| Marcus A. G. Meads, B. S., Mathematics..... | 1, 600 |
| Mark M. Maycock, M. P., Drawing and Penmanship.... | 1, 500 |
| Albert W. Shaw, A. B., Ancient and Modern Languages. | 1, 600 |
| Joseph Mischka, Vocal Music..... | 500 |
| Anna K. Eggleston, Methods and Head Critic..... | 1, 100 |
| Mary J. Harmon, Elocution and Rhetoric..... | 1, 100 |
| Mary Wright, Geography and History..... | 900 |
| Isabella Gibson, Arithmetic and Algebra..... | 900 |
| Helen L. Dunston, English Language..... | 800 |

SCHOOL OF PRACTICE.

Ida C. Bender, first grade; Adella F. Fay, second and third grades; Franc E. Oliver, fourth and fifth grades; Emma J. Kingston, sixth and seventh grades; Ellen Brown, eighth, ninth and tenth grades.

Each of these teachers receives \$650 from the city. Miss Bender receives \$150 and Miss Fay receives \$50 additional from the Normal school.

THE SCHOOL OF PRACTICE.

It seemed to the board and the teachers in this department, that greater efficiency would be secured if the school were enlarged, and only one grade of pupils were assigned to teachers of the four upper grades. By slight changes in the rooms, and the removal of the business office to other quarters, additional space on the first floor has been provided, and there will be in the future seven rooms appropriated to the use of this part of the school, instead of five as heretofore. In four of these, there will be only one grade each;

and in the other three, two grades each. The number of teachers will be increased from five to seven, and the number of pupils from 213 to 280. This arrangement will give increased opportunities for teaching on the part of the teachers in training, and it is believed will do much toward making this one of the best training schools in the State. The salaries of the two additional teachers will be paid by the city, as is the case with the others.

It is the opinion of the board that the work of the school of practice was never more efficiently done than during the past year. The head critic and all the teachers labored harmoniously and zealously, and the results with the graduating class were most excellent. They confidently anticipate still better results in methods and practice during the coming year, from the greater facilities which will be offered by the changes to be made.

NUMBER IN ATTENDANCE.

The number of students registered during the year was 175, of whom six were academic, or tuition-paying students. The average attendance of Normal students was 132.

The number registered in the school of practice was 230, and the average number in attendance was 191. The highest number registered at any time during the year was 212, the number of seats in the rooms appropriated to the school, and as vacancies occurred from time to time they were filled from the list of applicants.

GRADUATES.

The number graduated from the Normal courses at the annual commencement in June was 21; from the academic courses, 3; of the former 9 received classical diplomas; 6 advanced English diplomas, and 6 elementary English diplomas. The total number graduated from the Normal courses is 321. Of the 21 graduates of the present year 12 have already found positions as teachers.

REPAIRS AND IMPROVEMENTS.

The Legislature of 1885 appropriated the sum of \$1,500 for the improvement of the school grounds. The lot, about four and a half acres, originally given to the school by the late Jesse Ketchum, had been left in the condition in which the board of managers first found it, owing to want of funds for this special purpose, until it had become unsightly and annoying to the holders of property in the neighborhood. The board have now made arrangements for its permanent improvement, and the work is going on with every prospect of results such as will give entire satisfaction to all interested in the future of the school.

In accordance with the recommendations contained in the principal's report, it has been decided to repair the basement thoroughly. The defective closet will be replaced by a new one, and such other

improvements made as will render the entire basement healthful and suitable for all the purposes for which it is used. The work is already begun, and is being pushed energetically. The repairs are expected to be in such a state of forwardness by the opening of the fall term that the work can be completed without interruption to the school.

The other recommendations of the principal will be considered and acted on as soon as practicable.

DETAILED STATEMENT of the receipts and expenditures of the Buffalo Normal School for the year ending August 20, 1886.

Receipts.

| | |
|---|---------------------|
| Balance on hand at last report..... | \$61 08 |
| Received from the State on account of annual appropriation..... | 18, 316 83 |
| Received from tuition fees of academic students | 172 50 |
| Received for one academic diploma..... | 1 00 |
| Total | <u>\$18, 551 41</u> |

Expenditures.

On account of salaries :

| | |
|------------------------|---------------------|
| H. B. Buckham..... | \$2, 500 00 |
| D. S. Kellicott..... | 1, 600 00 |
| M. A. G. Meads | 1, 600 00 |
| M. M. Maycock..... | 1, 500 00 |
| A. S. Shaw..... | 1, 600 00 |
| Joseph Mischka | 500 00 |
| Anna K. Eggleston..... | 1, 100 00 |
| Mary J. Harmon..... | 1, 100 00 |
| Mary Wright | 900 00 |
| Isabella Gibson | 900 00 |
| Helen L. Dunston | 800 00 |
| Ida C. Bender | 150 00 |
| Adella F. Fay..... | 50 00 |
| Total | <u>\$14, 300 00</u> |

On account of janitor's wages :

| | |
|---------------------|-----------------|
| Walter Jackman..... | <u>\$700 00</u> |
|---------------------|-----------------|

On account of repairs :

| | |
|---|----------|
| F. T. Coppins, painting, etc. (mostly in principal's residence) | \$715 29 |
| F. J. Coppins, outside steps | 21 72 |
| Hurley & Stygall, repairs to closets..... | 134 42 |

| | |
|------------------------------------|---------|
| Bradley & Maltby, sidewalk..... | \$13 08 |
| J. Atwood, carpenter work | 4 55 |
| Hurley & Stygall, steam pipes..... | 114 93 |
| Hurley & Stygall, steam pipes..... | 8 20 |

| | |
|------------|-------------------|
| Total..... | <u>\$1,012 19</u> |
|------------|-------------------|

On account of text-books :

| | |
|--|---------|
| F. C. Schottin, binding old books..... | \$69 70 |
| Peter Paul & Bro., sundry books..... | 164 49 |
| Clark & Maynard, sundry books..... | 28 80 |
| Iverson, Blakeman & Co., readers..... | 10 42 |
| S. C. Griggs & Co., geometries | 32 50 |
| M. M. Maycock, drawing copies..... | 36 92 |

| | |
|-------------|-----------------|
| Total | <u>\$342 83</u> |
|-------------|-----------------|

On account of reference books :

| | |
|---|---------|
| Thomas F. Feyer, American Cyclopedea..... | \$50 00 |
| Thomas F. Feyer, sundry books | 14 00 |
| J. H. Matteson, sundry books | 55 50 |
| Ford, Hubbard & Co., Lord's lectures..... | 12 50 |
| C. W. Bardeen, sundry books..... | 4 60 |
| D. C. Heath, sundry books..... | 3 75 |
| C. B. Allen, physiology..... | 1 00 |
| Peter Paul & Bro., sundry books..... | 64 40 |

| | |
|------------|-----------------|
| Total..... | <u>\$205 75</u> |
|------------|-----------------|

On account of fuel :

| | |
|---------------------------------|----------|
| E. S. Hubbell, agent, coal..... | \$840 63 |
| C. H. Haskins, wood..... | 9 00 |

| | |
|------------|-----------------|
| Total..... | <u>\$849 63</u> |
|------------|-----------------|

On account of grounds :

| | |
|-----------------------------|---------|
| Geo. Ferguson, plowing..... | \$20 00 |
|-----------------------------|---------|

On account of furniture :

| | |
|--|----------|
| Hersee & Co., upholstering reception-room furniture. | \$109 25 |
| D. E. Morgan, carpet for reception-room | 97 34 |
| D. E. Morgan, curtain for chapel stage..... | 42 00 |
| Chas. Besele, lamp for stereopticon..... | 5 00 |
| Hersee & Co., chairs..... | 19 50 |

| | |
|------------|-----------------|
| Total..... | <u>\$273 09</u> |
|------------|-----------------|

Supplies and miscellaneous— first quarter :

| | |
|--|-----------------|
| Cottier & Denton, moving and tuning piano..... | \$5 50 |
| A. V. Soule, removing ashes (twice)..... | 8 00 |
| Postage for employment bureau..... | 10 00 |
| Geo. F. Hedge, tuning piano..... | 2 00 |
| F. C. Porter, repairing mower..... | 1 85 |
| W. Jackman, house-cleaning supplies..... | 13 71 |
| Gas Co., gas, July, August and September..... | 33 89 |
| Peter Paul, dusters and crayon..... | 16 00 |
| H. B. Buckham, sundry expenditures..... | 10 50 |
| Courier Co., printing and stationery..... | 81 20 |
| Total..... | <u>\$182 65</u> |

Second quarter :

| | |
|--|----------------|
| Gas Co., gas, November and December..... | \$22 20 |
| A. V. Soule, removing ashes..... | 5 00 |
| W. Jackman, sundry supplies..... | 7 70 |
| Courier Co., printing and advertising..... | 50 14 |
| Peter Paul & Bro., erasers and thermometers..... | 6 59 |
| Total..... | <u>\$91 63</u> |

Third quarter :

| | |
|--|----------------|
| Peter Paul & Bro., crayon..... | \$4 65 |
| J. D. Warren, advertising..... | 5 64 |
| J. N. Matthews, advertising..... | 4 20 |
| Papyrographic Co., paper..... | 2 00 |
| Gas Co., gas, January and February..... | 27 15 |
| Geo. F. Hedge, tuning piano..... | 2 00 |
| J. W. Atwood, lumber..... | 4 38 |
| W. Jackman, help in shoveling in coal..... | 12 75 |
| J. H. Whithall, planisphere..... | 6 50 |
| Total..... | <u>\$69 27</u> |

Fourth quarter :

| | |
|--|--------|
| Morello, Emer & Co., sheet music..... | \$5 78 |
| J. W. Atwood, lumber and labor..... | 8 38 |
| Papyrographic Co., paper..... | 2 00 |
| F. T. Coppins, glazing..... | 1 35 |
| Geo. Ferguson, snow plow for the winter..... | 20 00 |
| Gas Co., gas, April and May..... | 9 90 |
| C. B. Knowlton, copy-lines..... | 7 60 |
| A. C. Goodwin, diplomas..... | 21 00 |
| Peter Paul & Bro., stationery..... | 4 59 |
| Courier Co., printing and advertising..... | 98 60 |

| | |
|--|----------|
| M. M. Maycock, flowers for drawing classes | \$6 95 |
| M. E. Church, gas for commencement | 10 00 |
| Janitor and door keeper at commencement | 7 00 |
| Flowers for commencement | 10 00 |
| H. B. Buckham, postage on letters and circulars, \$15 85 | |
| Express charges paid | 6 45 |
| Cartage | 1 15 |
| Telegrams | 1 55 |
| | <hr/> |
| | 25 00 |
| A. V. Soule, removing ashes | 4 00 |
| Geo. F. Hedge, tuning piano | 2 00 |
| Flint & Kent, ribbon and towels | 5 08 |
| W. Jackman, supplies | 9 56 |
| Hammond & Guild, prize medal | 11 00 |
| | <hr/> |
| Total | \$269 79 |

Paid from tuition money :

| | |
|---|----------|
| McLean & Yonge, spread for platform table | \$5 00 |
| H. B. Buckham, sundry books furnished | 10 25 |
| Sundry periodicals for the year | 89 30 |
| Wm. Legg, tree and plants | 6 95 |
| | <hr/> |
| Total | \$111 50 |

RECAPITULATION.

| | |
|--|-------------|
| Total receipts from all sources | \$18,551 41 |
| | <hr/> |
| Expenditures : | |
| On account of teachers' salaries | \$14,300 00 |
| On account of janitor | 700 00 |
| On account of repairs | 1,012 19 |
| On account of text-books | 342 83 |
| On account of reference books | 205 75 |
| On account of fuel | 849 63 |
| On account of grounds | 20 00 |
| On account of furniture | 273 09 |
| On account of supplies and miscellaneous : | |
| First quarter | \$182 65 |
| Second quarter | 91 63 |
| Third quarter | 69 27 |
| Fourth quarter | 269 79 |
| | <hr/> |
| | 613 34 |
| Paid from tuition money | 111 50 |
| Balance in hands of local board | 123 08 |
| | <hr/> |
| Total | \$18,551 41 |

STATE OF NEW YORK, }
Erie County, } ss.:

The president and secretary of the local board of the State Normal and Training School at Buffalo, being duly sworn, say, and each for himself says, that the foregoing detailed statement of the receipts and expenditures of the said board has been approved by the auditing committee of said board, and that he believes such statement to be correct.

THOMAS F. ROCHESTER, *President.*
 C. A. SWEET, *Secretary.*

Subscribed and sworn to before me, }
 this 22d day of November, 1886. }

THOMAS J. CRUMP,
Notary Public, Erie Co., N. Y.

All of which is respectfully submitted.

CHARLES A. SWEET,
Secretary of the Local Board.

REPORT OF PRINCIPAL CASSETY.

To the Local Board of Managers:

GENTLEMEN.—Owing to my brief connection with the school, in the preparation of this report, I have confined myself to a statement of the condition in which I find the school building and the general equipment of the school and to recommending such changes and improvements as I deem necessary.

An inspection of the building shows that the basement is in bad condition. From various causes it is too damp for occupancy by students. The wooden floor is in an advanced state of decay and the odor of rotting wood fills the entire basement and even ascends to the next floor above.

The water-closet at the east end is, in my opinion, entirely unfit for further use. In its present condition it is not only disagreeable but positively injurious to health.

I respectfully recommend that the wooden floor of the basement be immediately removed and replaced by a cement floor; that the water-closet referred to above be replaced by a new one of the most improved kind and that enlarged lavatories and increased accommodations for drinking be furnished, the present ones being inconvenient in arrangement and inadequate for the wants of the school.

The accommodations and equipment of the department of natural science appear to be far less than they should be for an institution of this kind. There is no working-room in which students can perform experiments and learn practically to manipulate apparatus. All the

apparatus, both chemical and physical, is in the same room. Delicate physical apparatus is tarnished and injured by proximity to chemicals and should be stored in a separate room. As the rooms are now arranged this cannot be done. I am not prepared, at this time, to make specific recommendations for the alteration and enlargement of this department.

The room now occupied by the classes in drawing is much too small, and in many respects unsuitable for the work to be done in it.

I would respectfully recommend that the large room on the upper floor known as the west room, which is at present unoccupied for school purposes, be fitted up at the earliest practicable moment for the department of drawing. It can be put in proper condition and suitably furnished at a moderate expense and will make most admirable quarters for this department.

With the present arrangement of the rooms occupied by the school of practice, I am at a loss to know how to keep a large class of pupil-teachers at work. After the proposed increase of the school of practice we shall have seven rooms (two more than at present). In my judgment, we should be provided with at least twice that number in order to do our practice teaching with the greatest efficiency.

The rooms now occupied by the grades can be divided in the middle by sliding glass doors and each of the two rooms made by this division will be large enough for a pupil-teacher and her class. By this plan each grade-room can be used at will as either a single room or as two rooms when necessary.

I would suggest to the board that one room be divided in this manner as an experiment, and if the experiment succeeds, the remaining rooms can be divided in the same manner and the number of rooms available for the use of the teachers in training can be, in a very simple manner, gradually increased to at least 14. With this number it would be possible to train with great efficiency the largest class of pupil-teachers that the school will have in a long time.

Respectfully submitted,

JAMES M. CASSETY,
Principal.

August 20, 1886.

CORTLAND.

EIGHTEENTH ANNUAL REPORT OF THE LOCAL BOARD OF THE STATE NORMAL AND TRAINING SCHOOL AT CORTLAND.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—The local board of the State Normal and Training School at Cortland, N. Y., submits its eighteenth annual report, which includes the school year that ended August 20, 1886.

ATTENDANCE.

The attendance during the year was as follows :

Whole number registered :

| | |
|--------------------------|-------|
| Normal students..... | 375 |
| Schools of practice..... | 423 |
| | <hr/> |
| | 798 |
| | <hr/> |

| | |
|-------------------|-------|
| Academic..... | 35 |
| Intermediate..... | 176 |
| Primary..... | 212 |
| | <hr/> |

Average number in attendance :

| | |
|--------------------------|-------|
| Normal students..... | 236 |
| Schools of practice..... | 322 |
| | <hr/> |
| | 558 |
| | <hr/> |

| | |
|-------------------|-------|
| Academic..... | 26 |
| Intermediate..... | 147 |
| Primary..... | 149 |
| | <hr/> |

558

Average age of Normal students :

| | |
|--------------|-------|
| Males..... | 19.7 |
| Females..... | 18.6 |
| | <hr/> |

CHANGE IN TEACHERS AND IN SALARY.

Mr. James W. Beardsley resigned, September 24, 1886, his position as critic in the intermediate department. Miss Ida May Crowell, of the class of June 29, 1886, was appointed to fill the vacancy. The approval of her employment bears date of October 21, 1886; her salary was fixed at \$500, which began with her work, September 29, 1886.

The salary of Professor David E. Smith was raised October 6, 1886, from \$1,400 to \$1,500; the increase began September 1, 1886.

IMPROVEMENTS.

The Legislature of 1886 made to this school an appropriation of \$5,000 for a new heating apparatus, as the furnaces which had been in use for a long time, had become not only unable to do the required amount of heating but had become unsafe to the building.

The local board contracted with Messrs. Bates & Johnson, of

Syracuse, to put steam-heating apparatus into the building; the consideration was \$5,000. Two fifty horse power boilers have been placed in the cellar of the west end of the building. The system of heating and ventilation consists of direct and indirect radiation, steam pipes to heat the ventilating flues. The apparatus has worked satisfactorily up to this writing, November 27.

During the year past about \$1,000 have been expended, from the special appropriation of 1885, for library books, charts, and maps. These additions increase largely the value of the reference library, as the books were selected with especial reference to the needs of the several departments of the school. The library has been catalogued, and students obtain access to books only upon a written requisition handed to assistant librarians. This system was inaugurated April 22, 1886, and it has enhanced to students the value of the library, besides being a better safeguard to the books.

PROFESSIONAL WORK.

The school has concentrated all its educational energies to the one purpose of making better teachers for the public schools of the State. The public schools include all grades of pupils, primary, grammar, and high school. The Normal schools must prepare teachers for all these several grades, if they accomplish the intention of the State. The theory and practice of teaching have been magnified in every way in this school from its very opening in 1869, but renewed energies have been expended during the last year to reach still higher excellence in the professional work of the school.

The Superintendent of Public Instruction issued, September 1, 1886, an order that excludes from this school all academic pupils, except those who attend from the district which contributed the building and grounds to the State — *i. e.*, all are excluded except those who reside within the corporation of the village of Cortland. This order has made more prominent before the school the purposes of the State, the needs of the State, and the obligations which rest upon students to qualify themselves to become teachers in the State.

Another act of the Superintendent of Public Instruction has had a very beneficial effect upon the professional spirit of the school. He has given a just prominence to the Normal schools of the State, by his act of calling upon these schools to assist him in his laudable purposes to improve the efficiency of teachers' institutes. This official act of the Superintendent has given to these schools a status in the profession that is calculated to enhance their usefulness to the State. The Superintendent has been aided in every way by the Cortland school in his purposes to utilize, for the benefit of institutes, the professional experience of the faculty of this school.

GENERAL REMARKS UPON THE SCHOOL SYSTEMS OF THE STATE.

Under the present laws of the State, the Normal school system has little or no organic connection with the public school system, or

with the systems of secondary and higher schools supervised by the Regents. This is an anomalous state of affairs. The laws should be amended (1) so that Regents' certificates and pass cards could be accepted by the Normal schools for their face value; and (2) so that union schools and academies could establish courses of study approved by the local boards of the Normal schools and by the Superintendent of Public Instruction; and pupils holding a diploma from those courses of study should be admitted without examination into the Normal schools of the State, to enter at once upon professional work; this would enable those students to be graduated from the Normal schools in a year from the time they enter. All union schools, high schools, academies and seminaries of the State would thus become intimately related to the Normal schools, in the best sense — the students from those schools would have done all their academic work at home; this would permit the Normal schools to attend more rigidly and uninterruptedly to their peculiar province of professional work.

The Superintendent of Public Instruction has called attention in his public utterances to certain modifications of our school laws and practice which are needed to systematize the educational interests of the State, and to make more efficient the forces which carry forward these interests. These modifications should command the support of all who are in sympathy with the highest possibilities that lie within reach of the public schools of the State. The propositions include the following purposes, viz.: (1) A unification of all the school interests of the State under a board of education, which shall employ the chief executive officer of the educational affairs of the Commonwealth. (2) To establish by State examinations the minimum qualifications of teachers in the public schools of the State. (3) Holding district institutes instead of county institutes. (4) The organization of an educational exhibit in the rooms of the Department at Albany. (5) Laws to make it possible and practicable to improve more rapidly the buildings and grounds of the schools in the rural districts in the State.

The embodiment of these propositions into the administrative laws of the State will introduce an era of reinvigorated progress into school affairs that would place the State of New York in possession of the best improvements of these times. These changes would assist materially to establish the profession of the teacher; they would hold more vividly before the patrons of the schools the proper position of the teacher, and thus help to create for him a firmer stand in civil and social life. All these propositions are so plainly evident that it seems quite unnecessary to amplify them in this report.

The State should establish the relations which the Normal schools bear to itself, *i. e.*, whether these schools are public schools or not, in the sense of the statute that enables candidates from public schools and academies to compete for the Cornell scholarships. The

legal status of Normal school students toward the free scholarships of Cornell is not settled, for three Supreme Court judges have rendered decisions within the past year or two upon the eligibility of such students; one judge decided against the eligibility of Normal students, while the other two courts decided that these students are eligible to the State scholarships. If the Normal schools are public free schools — *i. e.*, constitute a portion of the public school system of the State — it would seem to follow that Normal students should have the full privileges enjoyed by persons educated in the other free schools of the State.

Industrial or manual training is becoming an important question in the educational thought of these days. Many of the advocates of this form of training base its claims upon the mental discipline which it gives to pupils; but the range of discipline derived from this source must be limited from the nature of the subjects pursued, while the knowledge acquired is specialized and technical. Hence, manual training cannot give to pupils that range of information and discipline that qualifies youth to administer intelligently the affairs of citizenship and matters of State. Qualifications to bear successfully these latter-named responsibilities come up out of a knowledge of affairs, of men, of business, of places, of science, of language, of history — in brief, they are products of the schools rather than of the manufactories. But when industrial education is advocated upon its utilitarian claims, it commands attention, for this form of training follows in the train of increasing density in the population of a State. The more dense the population on a given area of country (*e. g.*, cities), the greater is the necessity for trades and arts with which the people can earn a livelihood. The necessity of self-support lays upon the State an obligation to give to its youth a training in industrial skill. The nature of the unrest that is exhibited among the population in some of the denser portions of the State seems to indicate a condition that calls for some legislation touching industrial training.

DETAILED STATEMENTS of receipts and disbursements of the local board of the State Normal and Training School, Cortland, N. Y., for the year ended August 20, 1886.

RECEIPTS.

| | |
|---|---------------------|
| Amount on hand August 21, 1885..... | \$486 60 |
| Amount received from the State..... | 24, 598 00 |
| Amount received from other sources (tuition)..... | 114 75 |
| Total | <u>\$25, 199 35</u> |

DISBURSEMENTS.

Teachers' Salaries.

| | |
|------------------------|-------------|
| James H. Hoose..... | \$2, 500 00 |
| Thomas B. Stowell..... | 1, 700 00 |

| | |
|---------------------------|---------------------|
| D. E. Smith | \$1, 400 00 |
| James M. Milne..... | 1, 600 00 |
| Samuel J. Sornberger..... | 1, 400 00 |
| Martha Roe..... | 900 00 |
| Mary F. Hendrick..... | 750 00 |
| Clara E. Booth..... | 700 00 |
| Emily P. Hulbert..... | 550 00 |
| Ellen J. Pearne..... | 700 00 |
| James W. Beardsley..... | 800 00 |
| Mary L. Roberts..... | 700 00 |
| Sara A. Saunders..... | 700 00 |
| Total | <u>\$14, 400 00</u> |

Library and Apparatus.

| | |
|--|----------------|
| Hoose, J. H., reference book..... | \$0 75 |
| Sornberger, S. J., reference book..... | 4 30 |
| Wallace, D. F., text-books | 26 65 |
| Total | <u>\$31 70</u> |

Incidentals.

| | |
|--|---------|
| Argus Co., printing..... | \$12 50 |
| Brown & Maybury, chemicals | 8 09 |
| Brewer, E. H., supplies..... | 4 40 |
| Beardsley, J. W., geometrical forms..... | 2 10 |
| Cloyes & Smith, brooms..... | 3 85 |
| Cortland Wagon Co., material for erasers | 5 80 |
| Cortland Water-Works, water | 10 64 |
| Chamberlain, N., salary and postage..... | 58 00 |
| Collins, C. W., lamp..... | 1 00 |
| Cook & Co., E. H., barrel of alcohol | 34 50 |
| Freer, S. D., salt, etc..... | 2 36 |
| Goodwin, A. C., diplomas | 58 00 |
| Gooding, S. N., janitor..... | 700 00 |
| Homer and Cortland Gas Co., gas..... | 106 10 |
| Hubbard, H. B., supplies | 18 06 |
| Hitchcock Manufacturing Co., castings | 15 09 |
| Hulburt, Buck & Hubbard, hardware supplies | 10 16 |
| Kellogg, H. M., hardware supplies | 18 24 |
| Mahan, A., repairing musical instruments | 30 25 |
| Mallery, E. D., rent of hall | 16 00 |
| Martin, Wm., coal..... | 227 50 |
| Maybury & McCumber, insurance | 300 00 |
| Maxson & Starin, coal..... | 658 99 |
| Nixon, J. A., insurance..... | 600 00 |
| Office sundries | 101 10 |

| | |
|---|--------------------|
| Robinson, W. P., stationery | \$32 85 |
| Rood, Warner, rent of opera house | 25 00 |
| Return fare | 259 53 |
| Stowell, T. B., supplies for laboratory | 10 05 |
| Strowbridge, S. H., printing | 74 75 |
| Strowbridge, C. S., repairing clocks | 5 50 |
| Sages & Jennings, chemicals | 60 57 |
| Tanner Bros., ribbons for diplomas | 12 50 |
| Viele, J. A., labor | 1 35 |
| Wallace, D. F., stationery | 214 07 |
| Total | <u>\$3, 698 90</u> |

SPECIAL APPROPRIATION.

Library Text-books and Apparatus.

| | |
|---|--------------------|
| Bardeen, C. W., books | \$100 00 |
| Baker & Taylor, books | 311 07 |
| Ginn & Co., books | 32 40 |
| Heath, D. C., & Co., books .. | 89 87 |
| Hoose, J. H., books | 104 62 |
| Olmsted, W. A., charts and maps | 119 90 |
| Smith, D. E., books | 3 30 |
| Wallace, D. F., books and binding | 311 77 |
| Total | <u>\$1, 072 93</u> |

Repairs and Improvements.

| | |
|---|----------|
| Andrews, H. E., building sidewalk | \$618 64 |
| Andrews, A. H., seats | 114 00 |
| Benton, H. F., lumber | 711 04 |
| Brown & Maybury, paints | 55 09 |
| Collins, C. W., lamps | 5 17 |
| Cyclostyle Co., cyclostyle | 12 00 |
| Chamberlain, N., labor | 278 65 |
| Cortland Water-Works Co., water metre | 36 05 |
| Dean, Wm. S., labor | 88 60 |
| Dalton, Robert, labor | 46 90 |
| Decker, A. H., labor | 28 70 |
| Edgcomb & Ballard, tables and repairs | 20 90 |
| Graham, J. A., gravel | 15 00 |
| Hackett & Loucks, painting | 630 02 |
| Hulburt, Buck & Hubbard, hardware | 931 05 |
| Hoffman & Brooks, labor and material | 50 79 |
| Harrington, John, labor | 34 40 |
| Hitchcock Manufacturing Co., castings | 22 98 |

| | |
|---|----------|
| Ireland, John, lumber..... | \$157 09 |
| Kellogg, H. M., hardware..... | 97 86 |
| Keenan, Barney, labor | 4 88 |
| Kenfield, George, labor..... | 50 00 |
| Knapp, W. B., weather strip..... | 18 63 |
| Loucks, A., labor..... | 163 42 |
| Loucks, W., labor | 6 75 |
| Mager & Walrad, carpets..... | 20 15 |
| Niles, M. A., labor..... | 30 00 |
| Sager & Jennings, paints and oils..... | 401 49 |
| Smith & Bates, hardware..... | 14 96 |
| Viele, J. A., labor and lumber..... | 645 66 |
| Warner & Tanner, carpets | 37 95 |
| Wickwire Bros., wire screens for library..... | 177 17 |

| | |
|-------------|-------------|
| Total | \$5, 525 99 |
|-------------|-------------|

RECAPITULATION.

| | |
|--------------------------------------|--------------|
| Teachers' salaries..... | \$14, 400 00 |
| Library and apparatus..... | 31 70 |
| Incidentals | 3, 698 90 |
| Special appropriation : | |
| Library and apparatus..... | \$1, 072 93 |
| Repairs and improvements..... | 5, 525 99 |
| | <hr/> |
| | 6, 598 92 |
| Amount on hand August 20, 1886 | 469 83 |
| | <hr/> |
| Grand total..... | \$25, 199 35 |

We hereby certify that we have examined the within statement of receipts and disbursements for the State Normal and Training School at Cortland for the year that ended August 20, 1886.

FREDERICK HYDE,

President.

NORMAN CHAMBERLAIN,

Secretary.

Subscribed and sworn to before me, this 26th and }
27th days respectively of November, 1886. }

BENJ. L. WEBB, *Notary Public.*

FREDONIA.

ANNUAL REPORT OF THE LOCAL BOARD OF THE STATE NORMAL
AND TRAINING SCHOOL AT FREDONIA, N. Y.

Hon. ANDREW S. DRAPER,
Superintendent of Public Instruction :

SIR.— The local board of the State Normal and Training School at Fredonia, in accordance with the requirements of law, beg leave to make the following report for the year ending August 20, 1886 :

LOCAL BOARD.

There has been no change since last report, and the board is as follows :

Hon. L. Morris, president; Louis McKinstry, secretary ; Philo H. Stevens, Alva Colburn, Charles L. Mark, Hon. M. M. Fenner.

FACULTY.

There has been but one change in the faculty. Professor S. H. Albro, teacher of Natural Sciences, resigned in March to take the position of State Institute Instructor, to which he was appointed by Superintendent Hon. W. B. Ruggles. Professor Franklin N. Jewett was employed to fill out the year as teacher in the department vacated by Professor Albro, and has since received the permanent appointment. The faculty is now constituted as follows :

| | Salary. |
|---|-------------|
| Francis B. Palmer, Ph. D., Principal, History and Philosophy of Education..... | \$2, 500 00 |
| Myron T. Dana, Ph. B., Mathematics and German..... | 1, 600 00 |
| Andrew Y. Freeman, Superintendent of Practice and Principal of Intermediate Department..... | 1, 400 00 |
| Theodore C. Burgess, A. M., Ancient Languages..... | 1, 400 00 |
| Franklin N. Jewett, A. M., Natural Science..... | 1, 500 00 |
| Miss Elizabeth Richardson, Methods and Essays..... | 1, 200 00 |
| Miss Ellen L. Clothier, B. L., English Language, Rhetoric and Literature..... | 800 00 |
| Miss M. Blanche Blair, Drawing and Geometry..... | 800 00 |
| Mrs. Z. G. Carruth, French and History..... | 400 00 |
| Miss Georgine Dewey, Vocal Music..... | 600 00 |
| Miss Jennie E. Kinsman, Principal of Primary Department..... | 800 00 |
| Mrs. Lizzie Mathews, Critic in Primary Department... | 600 00 |
| Miss Eva Wilkins, Critic in Intermediate Department.. | 600 00 |
| Miss Minnie Archibald, Critic in Intermediate Department | 600 00 |
| Miss Alida Norton, Instrumental Music..... | |
| Miss Mary A. Bemis, Kindergarten..... | 500 00 |
| Mrs. Harriet G. Ely, Painting..... | |

GRADUATES.

The following are the graduates for the year :

GRADUATED JANUARY 26, 1886.

Elementary English.

Cora Adelle Easton, East Leon.

Mary Elizabeth Mathews, Fredonia.

GRADUATED JUNE 15, 1886.

Classical.

Laura May Briggs, Fredonia.

Charles Luther Goulding, Fredonia.

Winfield A. Holcomb, Ripley.

George Henry Northrop, Cherry Creek.

Byron Frank Record, Smith's Mills.

George Clayton Robertson, Cherry Creek.

Advanced English.

Kate Edith Guest, Fredonia.

Elmer Ellsworth Durfee, Leon.

Elementary English.

Kate Maria Brainard, Brocton.

Hattie Roxanna Holcomb, Ripley.

Anna Cynthia Hull, Fredonia.

Mary Matilda Hull, Fredonia.

Emma Luella Jolls, Elmira.

Kate Knight, Westfield.

Mrs. Ida Press Russell, Gowanda.

Alice Jane Putnam, Fredonia.

A. Amy Sturgess, Columbus.

Ada Maria Shaw, Waterford, Pa.

Jennie M. Wright, Fredonia.

Elnora Louisa Tate, Fredonia.

Daniel Return Wood, Leon.

Grant Durfee, Fredonia.

Ada Annie Dickinson, Olean.

During the past year the board has completed papering, painting, etc., in the dormitory halls and rooms, making that part of the building comfortable and attractive to the students who have rooms there. The three new boilers put in to take the place of old ones worn out, may have to be supplemented by another to furnish plenty of steam to heat the building. The radiation and connections have been recently remodeled, and the coming winter will fully test the heating apparatus. The sewerage from the building was liable to cause a nuisance in the small brook used temporarily for an outlet. A well-built, large sewer now conducts this matter far down the main stream, away from the village, where it will not annoy anybody. All these improvements are valuable and necessary, and were made from special appropriations which were wisely granted by the Legislature. The building and grounds are now in a comparatively comfortable and attractive condition, and the usefulness of the school is enhanced thereby.

Our most pressing need now is a suitable library of general literature, which we hope may yet be provided.

The next outside improvement should be good stone walks which are needed, and would be cheaper in the end than the gravel now used. An appropriation for this purpose might be wisely made.

For report of the work of the school, we respectfully refer you to the statement of the principal, Dr. Palmer, in his report to the local board. The following is Dr. Palmer's report :

REPORT OF PRINCIPAL PALMER.

STATE NORMAL SCHOOL,
 FREDONIA, N. Y., *November 26, 1886.* }

To the Local Board :

SIRS. — In compliance with a suggestion of your secretary, I present the following statement of the condition of this school, together with some suggestions in regard to Normal schools in general.

1. The attendance upon the school is increasing year by year, and this is especially noticeable in the advanced classes. The number engaged in the professional work is so great that it is difficult, with the limited number of rooms at command, to provide classes for all the practice that is required by the course. The number who come from union schools prepared to take professional work and complete a course in one year is steadily growing. This year nine of such are members of the graduating class.

2. The call for our graduates to teach has been such for several years that there are but few who are out of employment for more than a few weeks at a time. The last class that was graduated are nearly all engaged, and have been teaching from the beginning of the year.

3. The most serious difficulty with the preparations of those who are received into the school is a want of thoroughness in the elementary English branches. This is partly due to the fact that many schools are still taught by teachers poorly prepared for their work, and partly to the fact that pupils in the union schools are allowed to leave the subjects of arithmetic, grammar and other elementary studies with too meagre knowledge of them.

4. While some pupils enter the school who are able to begin the work of methods and practice at once, and finish a course in one year, no one has yet entered who has been able to pass out of all the subjects preparatory for the strictly professional work on examination. All have had some subjects to make up. A large proportion of students come from country districts, where advantages are poor, and are deficient in nearly all branches. Against instruction in subject-matter in the Normal schools, complaint is made by schools that desire to increase tuition fees. But this complaint ignores the fact that it is the policy of the free school law to provide free tuition for all the children of the State. If the same advantages cannot be brought to children in the country as in the cities and villages, the State is certainly consistent with its established policy when it opens the Normal schools without charge to supplement the work of other schools for those who desire to become teachers. No schools have a claim upon such pupils for tuition, or a just ground of complaint that they are wrongfully deprived of it.

Your obedient servant,

F. B. PALMER,
Principal.

DETAILED STATEMENT of receipts and expenditures at the State Normal School in Fredonia for the year commencing August 21, 1885, and ending August 20, 1886.

RECEIPTS.

| | |
|--|---------------------|
| In hands of local board August 21, 1885..... | \$461 10 |
| From the regular appropriation..... | 18, 000 00 |
| From special appropriations..... | 6, 572 89 |
| From tuition..... | 558 10 |
| From sale of old boiler..... | 250 00 |
| Total | <u>\$25, 842 09</u> |

EXPENDITURES.

| | |
|--|---------------------|
| Paid teachers' salaries..... | \$15, 339 50 |
| Paid books and apparatus..... | 150 51 |
| Paid repairs and improvements..... | 6, 390 73 |
| Paid other expenses..... | 3, 711 51 |
| In hands of local board August 20, 1886..... | 249 84 |
| Total | <u>\$25, 842 09</u> |

Details of Expenditures.

| | |
|---------------------------------------|---------------------|
| Salaries of teachers and janitor..... | <u>\$16, 139 50</u> |
|---------------------------------------|---------------------|

Audits from Special Appropriation for Repairs, etc.

| | |
|--|--------------------|
| Sept. 3. Natural Gas-light Co., plumbing | \$375 26 |
| 3. A. Collis, painting..... | 62 00 |
| 3. J. Q. Maynard, trunk lift..... | 89 20 |
| 3. P. H. Stevens, cloth and matting..... | 246 92 |
| 3. Huntley & Freeman, papering..... | 302 05 |
| Oct. 9. Geo. H. White, carpenter..... | 499 31 |
| Total | <u>\$1, 574 74</u> |

Audits from Special Appropriation for Boilers.

| | |
|------------------------------------|--------------------|
| Oct. 9. R. Harell, on boilers..... | \$625 00 |
| Jan. 9. R. Harell, on boilers..... | 275 00 |
| May 1. R. Harell, on boilers | 600 00 |
| Total | <u>\$1, 500 00</u> |

Audits from Special Appropriation for Sewer.

| | | | |
|-------------|-----|--|--------------------|
| Oct. | 9. | Walter Scott, civil engineer..... | \$21 50 |
| Dec. | 14. | James Fitzgerald, contractor..... | 1, 384 21 |
| | 14. | Chester B. Davis, plans and specifications.. | 150 00 |
| | 14. | P. M. Parker, engineer in charge..... | 100 00 |
| Jan. | 28. | James Fitzgerald, contractor..... | 757 83 |
| | 28. | Frederick Kruse, lumber..... | 6 21 |
| | 28. | G. P. Marsh, tile..... | 22 65 |
| | 28. | P. M. Parker, engineer..... | 100 00 |
| | 28. | M. E. Beebe, right of way..... | 100 00 |
| May | 1. | James Fitzgerald, contractor..... | 435 91 |
| | 1. | W. McKinstry & Son, printing and advt'g, | 12 78 |
| | 1. | C. F. White & Co., printing and advertising, | 2 50 |
| | 1. | Morris & Lambert, contracts drawing, etc., | 20 00 |
| Total | | | <u>\$3, 113 59</u> |

Audit from Regular Appropriation October 9.

| | |
|---|-----------------|
| Natural Gas-light Co., plumbing, etc..... | \$46 56 |
| P. H. Stevens, wood..... | 90 00 |
| Walter Hayward, labor..... | 15 10 |
| J. D. Maynard, paints and glass | 18 75 |
| F. H. Edmunds, paints..... | 2 50 |
| Thomas Barrett, blacksmithing..... | 9 25 |
| Pritchard & Woodcock, coal | 654 70 |
| Total | <u>\$836 86</u> |

Audit from Regular Appropriation November 28.

| | |
|---|-----------------|
| Cyclostyle Co., cyclostyle and paper covering | \$14 23 |
| A. P. Chapin, blackboard..... | 5 40 |
| C. F. White & Co., printing | 37 76 |
| W. B. Archibald, piano spread and moving | 24 50 |
| Geo. Wilson, mason work..... | 18 25 |
| Natural Gas-light Co., gas and plumbing..... | 55 60 |
| Case, Zahn & Briggs, hardware..... | 130 97 |
| T. J. Skidmore, paper..... | 7 00 |
| W. McKinstry & Son, printing..... | 48 93 |
| F. B. Palmer, disbursements | 44 73 |
| W. E. Sibley, pencil sharpener..... | 5 00 |
| Sheehan & Co., books | 3 20 |
| Jas. W. Queen & Co., chemical apparatus..... | 34 85 |
| Geo. H. White, carpenter..... | 156 75 |
| Total | <u>\$587 17</u> |

Audit from Regular Appropriation January 9.

| | |
|--------------------------------|-----------------|
| G. M. Tremain, insurance..... | \$300 00 |
| A. Z. Madison, insurance | 230 00 |
| Total | <u>\$530 00</u> |

Audit from Regular Appropriation May 1.

| | |
|---|-----------------|
| Natural Gas-light Co., gas bill..... | \$94 00 |
| F. B. Palmer, disbursements | 30 00 |
| Students, mileage..... | 104 61 |
| Secretary, disbursements | 10 10 |
| A. Collis, painting..... | 4 62 |
| W. Hayward, labor..... | 12 00 |
| F. H. Edmunds, chemicals..... | 64 96 |
| C. F. White & Co., printing | 60 42 |
| W. McKinstry & Son, printing..... | 92 82 |
| Pritchard & Woodcock, coal..... | 114 94 |
| Water commissioners, water rent one and a half years, | 90 00 |
| Total | <u>\$678 56</u> |

Audit from Tuition Fund October 9.

| | |
|--|----------------|
| Cattaraugus Republican, advertising..... | \$3 50 |
| Dunkirk Printing Co., advertising..... | 5 60 |
| Silver Creek News, advertising..... | 1 25 |
| Norwich Telegraph, advertising..... | 5 00 |
| The Chautauquan, advertising..... | 4 20 |
| Olean Times, advertising..... | 2 00 |
| Sherman News, advertising..... | 2 00 |
| Friendship Register, advertising..... | 3 50 |
| Total..... | <u>\$27 05</u> |

Audit from Tuition Fund July 3.

| | |
|-----------------------------------|-----------------|
| F. H. Edmunds, chemicals..... | \$15 88 |
| W. McKinstry & Son, printing..... | 66 00 |
| C. F. White & Co., printing..... | 33 72 |
| F. B. Palmer, disbursements..... | 47 10 |
| Gavit & Co., diplomas..... | 5 00 |
| P. H. Stevens, wood, etc..... | 52 52 |
| Total..... | <u>\$220 22</u> |

(Salary, \$500, of Miss Bemis, kindergarten teacher, also paid out of Tuition Fund, and included in statement of total salaries.)

Audit from Residue of Deficiency Appropriations of 1885.

| | |
|--|-----------------|
| July 3. P. J. Morris, disbursements..... | \$5 72 |
| 3. Students, mileage..... | 85 44 |
| 3. A. C. Goodwin, diplomas..... | 26 00 |
| 3. Natural Gas-light Co., gas..... | 17 50 |
| Total..... | <u>\$134 66</u> |

Audit from Special Appropriation of 1886 of Apparatus, Repairs, etc.

| | |
|--|-----------------|
| July 3. F. H. Edmunds, apparatus..... | \$47 50 |
| 3. Natural Gas-light Co., repairs..... | 202 40 |
| Total..... | <u>\$249 90</u> |

RECAPITULATION.

| | |
|--------------------------------------|---------------------|
| Balance on hand August 21, 1885..... | \$461 10 |
| Total receipts during year..... | 25, 380 99 |
| Total..... | <u>\$25, 842 09</u> |

PAYMENTS.

| | |
|--|---------------------|
| Salaries of teachers and janitor..... | \$16, 139 50 |
| Audits from special appropriation for repairs, etc.... | 1, 574 74 |
| Audits from special appropriation for boilers..... | 1, 500 00 |
| Audits from special appropriation for sewer..... | 3, 113 59 |
| Audits from regular appropriation October 9..... | 836 86 |
| Audits from regular appropriation November 28..... | 587 17 |
| Audits from regular appropriation January 9..... | 530 00 |
| Audits from regular appropriation May 1..... | 678 56 |
| Audits from tuition fund October 9..... | 27 05 |
| Audits from tuition fund July 3..... | 220 22 |
| Audits from balance appropriation, 1885, July 3..... | 134 66 |
| Audits from special appropriation, 1886, July 3..... | 249 90 |
| Balance on hand August 20, 1886..... | 249 84 |
| Total..... | <u>\$25, 842 09</u> |

STATE OF NEW YORK, }
Chautauqua County, } ss.:

L. Morris, president, and L. McKinstry, secretary, of the local board of the State Normal School at Fredonia, being duly sworn, do depose and say, and each for himself deposes and says, that the

foregoing statement of receipts and expenditures by said local board for and on account of said school, is, in all respects, true to the best of their knowledge and belief.

L. MORRIS, *President.*
L. McKINSTRY, *Secretary.*

Sworn to before me, this 4th }
day of December, 1886. }
M. A. CADWELL, *Notary Public.*

F. B. PALMER, in account with YOUNG LADIES' BOARDING CLUB,
Normal School, Fredonia, N. Y., for the year 1885-86 :

| | |
|--|-----------------|
| <i>Dr.</i> | |
| To balance October 1, 1885..... | \$107 50 |
| To receipts of room rent 1885-86..... | 644 62 |
| To receipts from outside boarders..... | 66 60 |
| Total..... | <u>\$818 72</u> |

| | |
|--|-----------------|
| <i>Cr.</i> | |
| By paid carrying trunks..... | \$12 80 |
| By paid use of furniture..... | 107 47 |
| By paid furniture bought..... | 17 66 |
| By paid repairing reception furniture..... | 77 51 |
| By paid transom lifts..... | 6 00 |
| By paid kitchen fixtures..... | 8 13 |
| By paid cleaning..... | 38 25 |
| By paid cloth for ceiling paper..... | 3 00 |
| By balance..... | 547 90 |
| Total..... | <u>\$818 72</u> |

F. B. PALMER.

FREDONIA, *November 1, 1886.*

GENESEO.

FIFTEENTH ANNUAL REPORT OF THE LOCAL BOARD OF THE STATE
NORMAL SCHOOL AT GENESEO.

Hon. A. S. DRAPER,
Superintendent of Public Instruction :

SIR.—The local board of the State Normal and Training School at Geneseo, in accordance with the requirements of law, herewith transmits its fifteenth annual report :

BUILDINGS.

The school has for several years suffered for lack of sufficient and suitable accommodations to provide for the number of students in attendance, but the Legislature at its last session, by a liberal appropriation, has enabled us to plan and contract for such an addition to the present buildings as will relieve the school from the embarrassment which it has experienced on account of its crowded class-rooms.

The new building will not probably be ready for occupancy before April 1st, consequently the relief expected will not be experienced for some months, but the anticipation of commodious quarters makes the present rooms more endurable.

No money has been spent in needless ornamentation of the building; on the contrary, it has been the purpose of the governing board to erect a plain, yet tasteful and attractive edifice arranged so as to secure the most available and convenient grouping of rooms for school purposes.

Especial pains have been taken to secure such heating and ventilation as will reduce to a minimum the evils and dangers incident to student life in poorly-ventilated and ill-heated school-rooms, and it is believed that the best known system of sanitation has been adopted.

ATTENDANCE.

The whole number of students enrolled in the various departments of the school during the year ending August 20, 1886, was as follows :

| | |
|------------------------------|------------|
| Normal department | 425 |
| Academic department | 117 |
| School of Practice: | |
| Intermediate department..... | 113 |
| Primary department..... | 147 |
| Total | <u>802</u> |

The school has had a steady growth for several years in the number of pupils enrolled, and there has been also a decided advance in the degree of preparation of the applicants for the professional work of the school. The graduates of many of the high schools, academies, and union schools are availing themselves of the advantages offered for study of the science and practice in the art of teaching and governing pupils. For years the number of such students has been steadily increasing, and it is believed that larger additions may with confidence be looked for in the future.

GRADUATES.

The whole number of persons who have received diplomas from the school is as follows :

| | |
|--------------|-----|
| Males..... | 86 |
| Females..... | 273 |
| Total..... | 359 |

The number graduated during the year was as follows :

| | |
|--------------|----|
| Males..... | 3 |
| Females..... | 55 |
| Total..... | 58 |

The proportion of graduates to the number of students in attendance is not so large as could be desired, but it should be borne in mind that very many of the persons who attend Normal schools are obliged to give up their courses of study for a time and engage in teaching so that they may earn money enough to pay their expenses for a term or two longer at school. The State thus gets the benefit of their services even though they are not graduates, and the testimony of many of the school commissioners to their earnest and efficient work as instructors and organizers is sufficient evidence of the value of even a partial course. From the day of first entering to the time when they take their departure, be the period long or short, they are instructed in methods of teaching by model lessons, instruction in the science of education, and some practice in applying the principles educed. Evidently, therefore, students who are undergraduates are to a considerable degree equipped for rendering satisfactory service in our rural schools.

GRADUATES OF 1886.

| Name. | P. O. address. | County. |
|--------------------------|--------------------|-------------|
| Julia E. Allen.. .. . | Buffalo..... | Erie. |
| Frances B. Ames..... | Mt. Morris..... | Livingston. |
| Lura A. M. Bullard..... | Schuylerville..... | Saratoga. |
| Emma C. Blickwede..... | Angelica..... | Allegany. |
| Eleanor Britton..... | Geneseo..... | Livingston. |
| Margaret L. Brayton..... | Dansville..... | Livingston. |
| May Ballard. | Watkins..... | Schuyler. |
| Anna M. Cox. | Wyoming..... | Wyoming. |
| Lucy D. Clark..... | Lakeville. | Livingston. |
| Nellie Curtiss. | Geneseo..... | Livingston. |
| Elizabeth C. Clancy..... | Geneseo..... | Livingston. |
| Eva J. Cole..... | Perry..... | Wyoming. |
| Kate B. Coughran, | Varysburg..... | Wyoming. |
| John W. Curphey. | Caledonia..... | Livingston. |
| Belle Douglass..... | York..... | Livingston. |
| Ella L. Eggleston..... | Avon..... | Livingston. |
| Delia B. Edwards..... | Mt. Morris..... | Livingston. |
| Elizabeth D. Fisher..... | Westtown..... | Orange. |
| Annie F. Fisher..... | Westtown..... | Orange. |
| M. Auzella Gray.. .. . | Geneseo..... | Livingston. |
| Harriet S. Guernsey..... | Dalton..... | Livingston. |

| Name. | P. O. address. | County. |
|---------------------------|----------------------|--------------|
| Adella M. Gary..... | Dansville..... | Livingston. |
| Lizzie M. Gunsaul..... | Fairport..... | Monroe. |
| Harriet E. Hotchkiss..... | Unadilla Forks..... | Otsego. |
| Mary C. Hazen..... | Cuba..... | Allegany. |
| Emma L. Hammond..... | Phelps..... | Ontario. |
| Harriet F. Hammond..... | Oaks Corners..... | Ontario. |
| Alta V. Hodges..... | Batavia..... | Genesee. |
| Cora R. Hoaglan..... | Nunda..... | Livingston. |
| Hattie B. Hoaglan..... | Nunda..... | Livingston. |
| Mary E. Harris..... | Gansevoort..... | Saratoga. |
| Irene E. James..... | Trinidad, Col | |
| Minnie A. Mason..... | Genesee..... | Livingston. |
| Clara L. Mason..... | East Bloomfield..... | Ontario. |
| Jennie A. McNair..... | Sonyea..... | Livingston. |
| M. Louisa McNair..... | Dansville..... | Livingston. |
| Wilhelmina Mann..... | North Sparta..... | Livingston. |
| Louisa J. Milliman..... | Lakeville..... | Livingston. |
| Flora J. McLeod..... | Genesee..... | Livingston. |
| Florence V. Marple..... | Dansville..... | Livingston. |
| Joseph E. McKenzie..... | Caledonia..... | Livingston. |
| Mary A. O'Meara..... | Genesee..... | Livingston. |
| Ona Oberdorf..... | Rochester..... | Monroe. |
| Mary L. Pratt..... | Rushford..... | Allegany. |
| Nellie C. Pearce..... | Rushville..... | Yates. |
| Hattie E. Ray..... | Schuylerville..... | Saratoga. |
| Ella C. Scofield..... | Scottsville..... | Monroe. |
| Emily M. Stewart..... | Jamestown..... | Chautauqua. |
| Lydia H. Smith..... | Nunda..... | Livingston. |
| James M. Snyder..... | Springwater..... | Livingston. |
| M. Estella Trimble..... | York..... | Livingston. |
| Sarah B. Weiler..... | East Bloomfield..... | Ontario. |
| Eliza L. Willis..... | Angelica..... | Allegany. |
| Helen Willis..... | Springwater..... | Livingston. |
| F. Adelaide Wynn..... | Limestone..... | Cattaraugus. |
| Hester P. White..... | Genesee..... | Livingston. |
| Lilian A. Whitney..... | Mt. Morris..... | Livingston. |
| Melissa L. Whitenack..... | Nunda..... | Livingston. |

TERMS OF ADMISSION.

The requirements for admission prescribed by the authorities empowered by law to regulate them are none too high, yet they are perhaps severe enough for the present condition of our schools and the preparation afforded. A few years ago the examinations upon entering the school were made more difficult, and very soon the schools which furnish us pupils prepared their students to meet the more stringent requirements. It is believed that by degrees the examinations for entering may be made more searching, thus securing more competent pupils and persons prepared to graduate in a shorter time.

Many students who are thoroughly qualified to pass excellent examinations are deterred from seeking admission through fear of failing to reach the required degree of proficiency in the subjects prescribed. Their lack of confidence in themselves or lack of

experience in being subjected to such tests keeps them away from Normal schools, when under other conditions they would be glad to avail themselves of the instruction and training afforded. A modification of the law which prescribes the conditions would undoubtedly conduce to the advantage of the State by relieving such persons from examinations upon entering, provided satisfactory evidence of proficiency be given. The danger, of course, is that in removing the restrictions now imposed, the standard for admission may unavoidably be lowered for a time, but it will be possible to rectify the mistake, should it prove to be such, after a reasonable trial.

LOCAL BOARD.

The local board has not changed since the last report. The following gentlemen are at present members of it:

Hon. James Wood, president; Dr. Walter E. Lauderdale, secretary; Ephraim F. Curtiss, treasurer; Hon. Hezekiah Allen, Hon. James W. Wadsworth, Hon. Solomon Hubbard, Col. John Rorbach, Adoniram J. Abbott, Esq., William A. Wadsworth.

FACULTY.

The changes in the corps of instructors, during the year, were as follows:

Mrs. Eva W. Olney, teacher of elocution, resigned her position, and Miss Mattie A. Woodbury was chosen to fill the vacancy.

The following schedule contains the names of the present instructors and the departments to which they have been assigned:

William J. Milne, Ph. D., LL. D., Didactics and Moral Philosophy.

Reuben A. Waterbury, A. M., Ph. D., Mathematics.

John M. Milne, A. M., Ancient Languages.

Hubert J. Schmitz, Ph. D., Natural Science.

Miss Myra P. Burdick, Rhetoric and English Literature.

Miss Jennie C. Coe, Elementary Methods and Algebra.

Mrs. Emeline S. Curtiss, Grammar and History.

Miss Mary E. Burns, Geography and Composition.

Miss Henriette Gerke, German.

Miss Mattie A. Woodbury, Elocution.

Miss Mary E. Parks, Vocal Music.

Miss Maria W. Chichester, Drawing.

Mrs. J. L. Fraley, Instrumental Music.

Mrs. Phebe B. Minard, Principal of Intermediate Department.

Miss Lizzie McBride, Methods and Critic in Intermediate Department.

Miss Sara A. Goheen, Principal of Primary Department.

Miss Cora E. Northrop, Critic in Primary Department.

FINANCIAL EXHIBIT in report of local board for year ending August 20, 1886.

RECEIPTS.

| | |
|---|---------------------|
| Amount in hands of local board August 21, 1885..... | \$540 68 |
| Amount received from State Treasurer during year.. | 19, 428 21 |
| Amount received for tuition..... | 1, 955 80 |
| Amount received from other sources..... | 10 75 |
| Total..... | <u>\$21, 935 44</u> |

DISBURSEMENTS.

| | |
|--|---------------------|
| Amount paid for teachers' salaries | \$14, 300 00 |
| Amount paid for library, text-books and apparatus... | 578 43 |
| Amount paid for repairs and improvements..... | 2, 291 76 |
| Amount paid for other expenses..... | 4, 160 22 |
| Amount in hands of local board August 21, 1886.... | 605 03 |
| Total..... | <u>\$21, 935 44</u> |

DETAILED STATEMENT OF DISBURSEMENTS.

Teachers' Salaries.

| | |
|--------------------------|---------------------|
| William J. Milne..... | \$2, 500 00 |
| R. A. Waterbury | 1, 600 00 |
| H. J. Schmitz..... | 1, 600 00 |
| John M. Milne..... | 1, 600 00 |
| Myra P. Burdick..... | 1, 000 00 |
| Jennie C. Coe.... | 1, 000 00 |
| Phebe B. Minard..... | 700 00 |
| Emeline S. Curtiss..... | 600 00 |
| Eva W. Olney | 600 00 |
| Sara A. Goheen..... | 600 00 |
| Lizzie McBride..... | 550 00 |
| Mary E. Burns..... | 500 00 |
| Cora E. Northrop..... | 500 00 |
| Mary E. Parks..... | 350 00 |
| Henriette Gerke..... | 300 00 |
| Maria W. Chichester..... | 300 00 |
| Total..... | <u>\$14, 300 00</u> |

Library, Text-Books and Apparatus.

| | |
|---------------------------------------|---------|
| Cyclostyle Co., cyclostyle..... | \$12 00 |
| F. W. Kiss, binding books..... | 79 60 |
| W. R. Norris, cyclopedic maps..... | 35 00 |
| D. Murray, sec., natural history..... | 3 00 |

| | |
|---|-----------------|
| D. Appleton & Co., books..... | \$20 00 |
| Stout, Meadowcroft Co., apparatus | 19 55 |
| L. W. Crossett, books, etc..... | 283 16 |
| M. W. Chichester, models | 3 35 |
| A. H. Rogers, books, etc | 112 12 |
| Willard S. Sibly, pencil sharpener..... | 5 00 |
| M. E. Parks, music..... | 5 65 |
| Total..... | <u>\$578 43</u> |

Repairs and Improvements.

| | |
|--|--------------------|
| Stevens, Bacon & Co., hardware..... | \$139 36 |
| F. W. Mate, blacksmithing..... | 8 05 |
| P. Reagan, labor | 31 50 |
| S. C. Green, labor | 53 23 |
| Kneeland & Son, hardware..... | 14 61 |
| Joseph Cone, horse blocks..... | 80 00 |
| Ayrault & Co., grass seed..... | 19 00 |
| Stevens, Bacon & Co., hardware..... | 152 40 |
| J. D. Lewis, com., repairs on sewer..... | 26 78 |
| A. P. Chapin, slating | 9 00 |
| J. Centis, lumber..... | 1 02 |
| A. W. Butterway, furniture | 85 50 |
| Wm. Dyer, flagging..... | 962 70 |
| John Houston, labor..... | 95 32 |
| P. Crystal, labor..... | 39 68 |
| Balding & O'Neil, painting | 196 40 |
| Charles Quirk, labor | 12 25 |
| Martin Joyce, labor..... | 43 80 |
| E. J. Forbes, carpenter work..... | 151 94 |
| M. D. Mussmaecher, earth..... | 14 00 |
| J. D. Lewis, com., labor on sewer..... | 78 71 |
| M. Manion, mason work..... | 30 00 |
| J. D. Collins, teaming..... | 12 25 |
| Charles O. Holcomb, teaming | 5 25 |
| F. Leonard, teaming | 29 01 |
| Total..... | <u>\$2, 291 76</u> |

Other Expenses.

| | |
|---|----------|
| L. C. Morey, janitor..... | \$800 01 |
| M. A. Hardy, ribbon..... | 8 07 |
| C. W. Fielder, check-books..... | 2 00 |
| L. C. Morey, changing seats..... | 8 70 |
| E. Porter, tuning and repairing pianos..... | 6 50 |
| Glove & Mitten Co., envelopes..... | 50 |
| A. R. Scott & Co., advertising..... | 161 70 |

| | |
|---|--------------------|
| Livingston Democrat, advertising..... | \$2 50 |
| Eimer & Amend, chemicals..... | 43 45 |
| T. F. Olmsted, treas., gas..... | 126 10 |
| A. R. Scott & Co., printing..... | 90 02 |
| E. W. Hudnutt, saw-dust..... | 2 50 |
| Mileage accounts..... | 297 23 |
| T. F. Olmsted, gas and fixtures..... | 95 51 |
| A. J. Willard, assignee, printing..... | 3 75 |
| E. F. Curtiss, wood..... | 23 50 |
| W. J. Milne, traveling expenses, etc..... | 51 31 |
| W. J. Milne, freight, express, etc..... | 41 79 |
| Scranton, Wetmore & Co., paper..... | 84 00 |
| Mileage accounts..... | 305 37 |
| Gavit & Co., diplomas..... | 15 00 |
| Emma Robbins, labor..... | 171 20 |
| Lucy Day, labor..... | 16 00 |
| C. W. Bardeen, year book..... | 5 00 |
| Albert C. Goodwin, diplomas..... | 58 00 |
| W. J. Milne, traveling expenses..... | 37 71 |
| A. J. Abbott, traveling expenses..... | 22 23 |
| A. P. Chapin, advertising..... | 5 00 |
| W. E. Lauderdale, postage..... | 1 00 |
| W. W. Killip, repairs..... | 1 00 |
| L. C. Morey, trees and plants..... | 25 05 |
| Geneseo Gas-light Co..... | 85 44 |
| Olmsted Bros., carpeting, etc..... | 37 58 |
| W. J. Dorma & Co., coal..... | 1, 294 50 |
| J. H. Bullock, drawing coal..... | 131 00 |
| L. W. Crossett, periodicals..... | 100 00 |
| Total..... | <u>\$4, 160 22</u> |

STATE OF NEW YORK, }
County of Livingston, } ss.:

James Wood, president of the local board of the State Normal School at Geneseo, and Walter E. Lauderdale, secretary, being duly sworn, say, and each for himself says, that he has examined the foregoing statement of receipts and disbursements, and that he believes the same to be correct.

JAMES WOOD, *Chairman of Local Board.*
W. E. LAUDERDALE, *Secretary.*

Sworn and subscribed before me, }
this 6th day of December, 1886. }

JOHN YOUNG, *Notary Public.*

NEW PALTZ.

ANNUAL REPORT OF THE LOCAL BOARD OF THE STATE NORMAL
AND TRAINING SCHOOL AT NEW PALTZ.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—The local board of the State Normal and Training School at New Paltz, in the county of Ulster, hereby submit their first annual report respecting the organization and present condition of the school, and the financial affairs of the same from its committal to their charge to the close of the school year, ending August 20, 1886.

SKETCH OF THE NEW PALTZ ACADEMY.

The New Paltz Academy was started by private subscription in the year 1828. Thomas C. McClaury, a graduate of Union College, was chosen the first principal. The school was conducted at first on the second floor of the old stone school-house. The first academy building was erected in 1833 on the present site of the Normal school, and the institution was incorporated by an act of the Legislature in the same year. During the ensuing fifty years the academy enjoyed unusual success, and the constantly increasing number of pupils made it necessary to make additions to the building from time to time. In the winter of 1884, however, a fire swept away the entire building, with nearly all the furniture and apparatus.

By persistent effort on the part of a few individuals, and by liberal responses from the citizens of New Paltz, and other friends of the school, a new building was erected at an expense of about \$30,000, well equipped with school furniture and dormitory-rooms, heated by steam, and supplied with water on each story.

ESTABLISHMENT OF THE NORMAL SCHOOL.

The State Normal and Training School at New Paltz was established pursuant to the provisions of the following law (Chap. 287, Laws of 1885):

SECTION 1. The commissioners named in section one of chapter four hundred and sixty-six of the Laws of eighteen hundred and sixty-six, entitled "An act in regard to Normal schools," are hereby authorized and empowered to accept proposals made to them under the provisions of the said act for the location of a Normal and Training school with an academic department, in the village of New Paltz, in the county of Ulster; and upon the acceptance of such proposals, all and every of the provisions of the said act shall apply to said Normal and Training school, and the location, establishment, conduct and maintenance thereof, and shall have full force and effect in respect thereto, and to all matters connected therewith, in the same manner and with the like effect as though the said proposals had been duly accepted according to and under the provisions of said act; and all acts, resolutions and proceedings of the board of trustees of the New Paltz Academy in respect to the location or establishment of a Normal and Training school at New Paltz, in the

county of Ulster, are hereby confirmed and made effectual for the purposes intended, in the same manner, and with the like effect as if a Normal and Training school had been duly located there by the acceptance of proposals therefor under the provisions of said act.

§ 2. This act shall take effect immediately.

Tuesday, June 6, 1885, the commission named in chapter 466 of the Laws of 1866, consisting of the Governor, Lieutenant-Governor, Secretary of State, Comptroller, Treasurer, Attorney-General and Superintendent of Public Instruction, with the exception of the Lieutenant-Governor, visited New Paltz for the purpose of inspecting the school property. Some slight changes in the building having been made in accordance with the suggestions of the Superintendent, the commission formally accepted the proposals made by the trustees of the New Paltz Academy, for the transfer of the academy property, real and personal, to the State December 15, 1885.

ORGANIZATION.

The following-named persons were appointed by the Superintendent of Public Instruction as the local board of the Normal school: Hon. Alton B. Parker and Hon. George H. Sharpe, of Kingston; Hon. Albert K. Smiley, of Mohonk Lake; and Hon. Jacob Lefever, Hon. Jacob D. Wurts, Josiah J. Hasbrouck, Esq., Solomon Deyo, Esq., Charles W. Deyo, Esq., and Lambert Jenkins, Esq., of New Paltz.

The local board met at Kingston January 9, 1886, and organized by the election of Hon. Albert K. Smiley as president, Solomon Deyo, Esq., as secretary, and Charles W. Deyo, M. D., as treasurer.

After careful inquiry the local board secured the services of Eugene Bouton, Ph. D., as principal. Dr. Bouton is a graduate of Yale, among the foremost in the class of 1875; is a teacher of large and varied experience; was, during 1884 and 1885, a member of the State Institute Faculty, and during the administration of Superintendent Morrison was Deputy Superintendent of Public Instruction. It was planned to open the school February 15th. The local board having been appointed at so late a date, little time was left for preparatory work. A temporary course of study was mapped out, and a corps of competent instructors was secured for the time being, but the minor details of permanent organization were left with the hope that they might be completed and carried into effect at the opening of the fall term.

The school was opened February 15th, and although the date of opening was not announced until February 5th, 89 pupils were in attendance during the spring term.

The plan of temporary organization proved a wise one. During the spring term the principal was kept busy arranging details preparatory to a more complete organization in the fall.

The teachers employed for the spring term, with their respective salaries, were as follows:

| | |
|---|-------------|
| Henry A. Balcom, A. M., Ph. D., Mathematics..... | \$1, 500 00 |
| Daniel Smiley, Jr., A. M., Latin and Greek..... | 1, 000 00 |
| John F. Woodhull, A. B., Natural Science..... | 1, 500 00 |
| Mrs. Lulu C. Balcom, English and French Languages, | 800 00 |
| Miss Clara French, A. B., English and Relations of Geography | 750 00 |
| Alfred B. Sherwood, A. B., assistant..... | 480 00 |
| <hr/> <hr/> | |

THE FACULTY.

The members of the present faculty, with their salaries, are as follows :

| | |
|---|-------------|
| Eugene Bouton, A. M., Ph. D., Principal, Civics, Ethics, Educational History and Criticism | \$2, 500 00 |
| George Griffith, A. B., Science and Art of Education, | 1, 800 00 |
| John Francis Woodhull, A. B., Natural Science | 1, 600 00 |
| Charles D. Larkins, Ph. B., Mathematics..... | 1, 500 00 |
| Clara French, A. B., English Language and Litera- ture, Relations of Geography | 800 00 |
| Kitty Augusta Gage, A. M., Latin and Greek..... | 850 00 |
| Elise Naomi Sorge, French and German | 650 00 |
| Margaret Clark Atwater, Physical Culture, Drawing and Elocution..... | 600 00 |
| Timothy L. Roberts, Vocal Music. | 350 00 |
| Emily A. Comer, Teacher and Critic in the School of Practice..... | 850 00 |
| <hr/> <hr/> | |

IMPROVEMENTS.

During the summer vacation many improvements were made in and about the building. Five-feet flag-stone walks have been laid along the whole front of the school grounds and around the building, and a two-feet flag-stone walk has been laid from the building to the rear entrance of the grounds. The drive-way has been graded and graveled, and the school property otherwise improved. The windows have been furnished with curtains; matting and carpets have been put down in the halls; new furniture, consisting of desks, tables, chairs, chandeliers, lamps, etc., has been purchased; a large vacant room in the third story has been finished off and furnished as an assembly-room for the practice department; and books for the library and apparatus for the department of natural science to quite an amount have been purchased.

As will be seen by the following statement, \$4,523.60 of the appropriation was unexpended at the close of the school year. The improvements above mentioned have absorbed nearly all of this sum, but they were not completed in time to incorporate the bills into this financial report.

For the purpose of putting you in possession of further information regarding the condition of this school, the local board has asked the principal to make a detailed report, which is hereto annexed.

In conclusion, the board desires to express its appreciation of your interest in the school, and of your valuable counsels concerning its management.

FINANCIAL STATEMENT.

| | |
|---|------------|
| Amount of appropriation by the State..... | \$9,000 00 |
|---|------------|

Receipts.

| | |
|--|------------|
| Amount received from the State..... | \$4,476 40 |
| Amount received for tuition in academic department.. | 458 50 |
| Amount received from all other sources..... | 13 18 |

| | |
|-------------|------------|
| Total | \$4,948 08 |
|-------------|------------|

Expenditures.

| | |
|---|------------|
| Amount paid for instruction in the several departments. | \$3,566 00 |
| Amount paid for incidentals and all other expenses.. | 924 03 |
| Amount in hands of local board..... | 458 05 |

| | |
|-------------|------------|
| Total | \$4,948 08 |
|-------------|------------|

DETAILED STATEMENT OF EXPENDITURES.

Teachers' Salaries.

| | |
|--------------------------|------------|
| Eugene Bouton..... | \$1,250 00 |
| Henry A. Balcom | 750 00 |
| Lulu C. Balcom | 400 00 |
| John F. Woodhull..... | 520 00 |
| Clara French | 375 00 |
| Daniel Smiley, Jr..... | 175 00 |
| Alfred B. Sherwood | 96 00 |

| | |
|-------------|------------|
| Total | \$3,566 00 |
|-------------|------------|

Janitor's Account.

| | |
|----------------------------|----------|
| Samuel A. McCullough | \$122 00 |
|----------------------------|----------|

Amount Paid for Incidentals.

| | |
|--|---------|
| Charles J. Ackert, postage, etc | \$20 89 |
| Eugene Bouton, expenses | 278 46 |
| Pictorial Printing Co., labels | 7 00 |
| James Barney, chemicals, etc..... | 6 54 |
| George E. Johnston, chemicals, etc | 8 00 |

| | |
|--|-----------------|
| Josiah J. Hasbrouck, merchandise..... | \$40 89 |
| Solomon Deyo, merchandise | 34 54 |
| Abm. D. Relyea, agent, wood and coal | 82 24 |
| Cyrus D. Freer, labor..... | 21 92 |
| A. V. A. Elting & Son, labor | 9 67 |
| H. A. Balcom, hose..... | 25 00 |
| Western Union Telegraph Co., telegraphing..... | 4 17 |
| M. D. Schepmoes, call bell | 1 25 |
| A. H. Donaldson, labor..... | 9 00 |
| J. L. Rosencrans, labor..... | 3 75 |
| P. M. Hood, pair shades..... | 85 |
| Ivison, Blakeman, Taylor & Co., books..... | 26 50 |
| A. S. Barnes & Co., book-keeping books..... | 24 38 |
| School Supply Co., sundries..... | 10 02 |
| C. W. Bardeen, books..... | 16 00 |
| The Argus Company, printing..... | 106 15 |
| D. Appleton & Co., books..... | 18 78 |
| M. McEntee, labor | 9 50 |
| Photo Engraving Co., cut of building..... | 22 90 |
| Total | <u>\$788 40</u> |

Amount Paid from the Academic Fund.

| | |
|----------------------------------|----------------|
| Dr. A. B. Watkins, book | \$5 00 |
| Dr. H. Homes, book..... | 6 00 |
| Ann Matilda Brown, washing | 2 63 |
| Total | <u>\$13 63</u> |

Amount of appropriation unexpended August 20, 1886. \$4, 523 60

STATE OF NEW YORK, {
County of Ulster, } ss.:

Albert K. Smiley, president of the board, and Solomon Deyo, secretary, being duly affirmed say, and each for himself says, that he has examined the foregoing statement of receipts and expenditures, and that he believes the same to be correct.

ALBERT K. SMILEY,
SOLOMON DEYO.

Subscribed and affirmed before me, this {
30th day of November, 1886. }
CHAS. W. DEYO, *Notary Public.*

All of which is respectfully submitted.
SOLOMON DEYO,
Secretary.

REPORT OF PRINCIPAL BOUTON.

To the Local Board of the New Paltz Normal School :

GENTLEMEN.—In accordance with your request and the suggestion of the Superintendent of Public Instruction, I hereby submit for your consideration the history of the New Paltz Normal School since it began its career under my care. You are aware that my acceptance of a share in the responsibility with which you found yourselves charged was the result of a conviction that the problem of Normal instruction had not yet been fully solved, and that the newly established school possessed opportunities and possibilities that ought not to be lost for advancing the interests of public education. With this conviction and the assurance that your views concerning what the school should be were not essentially different from my own, I did not feel at liberty to decline the duty to which your generous confidence summoned me.

VIEWS OF NORMAL SCHOOL WORK.

The work which I think this school should have undertaken is as follows:

1. To provide teachers for the rural schools of the State, who should be well instructed in the subjects usually taught in those schools and imbued with a progressive and intelligent educational spirit, but not so well instructed and trained as to be unwilling to teach in those schools.

To accomplish this a course of one year should be prescribed. The requirements for admission to this course should be somewhat higher than the present entrance examination to the Normal schools; while on the other hand, it should undertake somewhat less than the usual elementary course. The diploma for this course should distinctly state the grade of instruction for which the possessor is certified. However unsatisfactory such a course may be when measured by the ideal standard, or by the present standard of graduation from the Normal schools, its completion would necessitate a vastly better preparation for teaching than is now required of the great majority of teachers in charge of the public schools. It would signify a training three or four times as long as that received in the teachers' classes in academies and would be under the more favorable conditions found in a school devoting its energies to this particular work. I fully believe that such a course as this, however inadequate it may be, would graduate teachers so much in advance of the majority of those actually teaching in the schools as to abundantly justify its establishment. It is the reproach of the Normal schools that they do not directly provide teachers for the rural schools, and the charge is partially just. But until they prepare teachers of a grade willing to teach in the rural schools, the people must be content with the indirect influence of the Normal schools upon the instruction in the country schools. The work here

suggested is sorely needed in this State; and, if the Normal schools must not do it, there is occasion for the establishment of some similar institution whose standard is not too high to educate teachers for the rural schools.

2. To provide teachers qualified to teach elementary and English studies in high schools and academies, being the work now covered by the elementary course and the advanced English course of the other Normal schools.

3. To provide teachers sufficiently acquainted with the languages to prepare pupils for college and well enough acquainted with the science and art of education to take charge of the smaller union schools which feel themselves compelled to fit pupils for college, but which can offer only sufficient salary to attract Normal graduates or inexperienced college graduates. This is the work now required in the classical course of the other Normal schools, except that at Albany.

4. To offer to graduates of high schools, academies and colleges instruction in the science and art of education, without requiring them to pursue the studies of the course in classes with those doing essentially academic work, but furnishing them with opportunities to supply their deficiencies and remedy their defects, by means of special instruction adapted to their peculiar needs.

5. In general to make the work of the school supplementary to the work of the union schools, the high schools, the academies, the colleges, and the other Normal schools of the State, and to parallel their work only so far as circumstances of location and convenience compel.

COURSE OF STUDY.

I have an earnest conviction that the courses and plans of study now in force are of especial excellence and will produce, with such minor modifications as experience may suggest, a maximum of results with a minimum expenditure of time and energy. These courses were published in circular No. 9, authorized by the State Superintendent of Public Instruction August 5, and are as follows:

COURSES OF STUDY AND DIPLOMAS.

Appropriate diplomas are offered on the satisfactory completion of either of the following courses of study:

I. NORMAL COURSE (two years). The diploma of this course, by operation of law, authorizes the holder to teach in the public schools of the State. The following subjects are required:

FIRST YEAR.

First Quarter.—Arithmetic, Grammar, United States History and Civics, Zoölogy and Physiology.

Second Quarter.—Arithmetic, Grammar, United States History and Civics, Zoölogy and Physiology.

Third Quarter.—Book-keeping, Rhetoric, Geography, Natural Philosophy.

Fourth Quarter.—Algebra, Ethics, Geology, Botany.

Entire Year.—Science and Art of Education, Physical Culture, Composition, Vocal Music, Drawing, Reading.

SECOND YEAR.

First Quarter.— Algebra, English Literature, Studies in Ancient History and Literature, Chemistry.

Second Quarter.— Algebra, Historical Readings, Studies in Ancient History and Literature, Astronomy.

Third Quarter.— Professional Work, Teaching in School of Practice.

Fourth Quarter.— Professional Work, Teaching in School of Practice.

Entire Year.— Science and Art of Education, Physical Culture, Composition, Vocal Music, Drawing, Vocal Expression.

II. NORMAL HIGH SCHOOL COURSE (one year in addition to the Normal course). The diploma of this course will not only serve as a license but will also commend the holder as a person qualified to teach in the high schools and academies of the State. The following subjects will be studied :

First Quarter.— Geometry, Rhetorical Criticism, Historical Readings, Mental Science, Physics.

Second Quarter.— Geometry, English Literature, Moral Science, Geography, Chemistry.

Third Quarter.— Geometry, Professional Work, Teaching in School of Practice.

Fourth Quarter.— Trigonometry, Professional Work, Teaching in School of Practice.

Entire Year.— Science and Art of Education with application to High School Studies, Physical Culture and Hygiene, Composition, Vocal Music, Drawing, Vocal Expression.

NOTE.—Students in either of the above courses may enter such classes in the ancient or modern languages as will not interfere with their proficiency in the studies above required, and those who have an adequate knowledge of those languages may receive instruction in methods of teaching them.

Graduates of high schools, academies and colleges will receive credit for their attainments, and, as far as practicable, will be instructed in special classes adapted to their needs; but no student of less than one year's standing in the institution will be allowed to graduate.

III. ACADEMIC COURSE (three years in addition to the first year studies of the Normal course). The following course is for the benefit only of such students of the locality which presented the New Paltz Normal School property to the State as wish to acquire the best academical education and are willing to pay such tuition fees as will recompense the State for the additional expense involved, and who do not wish to bind themselves to teach in the schools of the State. The diploma will be fully up to the grade of those of the best high schools and academies. The course may be either scientific or classical.

Scientific.— This work is the same as that of the Normal High School Course, with the omission of the professional studies, and the addition of two years of any two of the languages, Latin, German and French.

Classical.— The requirements are as follows:

Composition (Extended Illustrated Essays), Vocal Expression, Algebra, Plane Geometry, Historical and Literary Readings (Ancient, Medieval and Modern), Geography (Relations to Meteorology, Commerce, History, Biography, Literature and Current Events), Physical Culture and Hygiene, Vocal Music, Latin Composition, Cæsar, Cicero, Virgil, Selected Readings (Latin), Greek Composition, Xenophon, Homer, Selected Readings (Greek), such Proficiency in German or French, or in both, as is represented by two years' continuous and successful study.

ADMISSION OF PUPILS.

All students presenting themselves will be required to pass an entrance examination, and will be admitted to such class as their examination will warrant.

To be admitted to the Normal department, pupils must be at least sixteen years of age, must possess good health, good moral character and average abilities, and must justify the expectation that they can,

in the allotted time, complete the prescribed courses of instruction. They must at least be able to spell correctly ; to pronounce in reading accurately and readily words in common use ; to write neatly and legibly ; to pass a creditable examination upon physical, descriptive and mathematical geography ; and such an examination upon arithmetic and grammar (including analysis of sentences) as will show that they can review and complete those studies in one term ; they should have given attention to the elements of natural science ; and, in general, they ought to have availed themselves of all the advantages offered by the common district schools of the State.

For admission to advanced classes, candidates must show that they have done the required work in all the studies completed by the class which they desire to enter.

All who are admitted as Normal pupils must sign the following declaration :

My purpose in entering the New Paltz Normal and Training School is to better prepare myself to teach in the schools of New York State. If allowed to enjoy the privileges of this school as a Normal student, I shall deem myself in honor bound to teach in the schools of this State, at least as long a time as I shall have spent in the school.

(Signed.)

To those not Normal students, the charges for tuition are :

| | |
|--|--------|
| School of Practice, per quarter..... | \$4 00 |
| Elementary English, per quarter..... | 5 00 |
| Higher English and Languages, per quarter..... | 6 00 |

SOME DISTINCTIVE FEATURES.

It will be seen that in its general features the work of this school is planned in accordance with that of the other Normal schools of the State. In some respects, however, it is somewhat different.

The names of the Normal courses proper are designated as "Normal course" and "Normal high school course," instead of "elementary" and "advanced" as in the other schools, except that at Albany.

Systematic study of the science and art of education is begun at the beginning of the course, and extends to its completion, thus making it impossible for any Normal student to spend any time in the school without distinctly turning his thoughts to the professional use of the knowledge of subject-matter which he acquires in his class-work. While all the teaching of the school is expected at all times to be an effective practical illustration of the best educational methods, it is hoped that this continued daily study of the history, the philosophy and the methods of education will conduce to a habit of broad, enlightened and progressive professional thought which cannot result from mere imitation or the dogmatic inculcation of prescribed methods. We aim to make our pupils so acquainted with the experiences of the world's great educators and the workings of

the human mind that they will naturally incline to rational and effective methods of instruction and immediately recognize the superiority of the best methods when their attention is called to them. In short, we desire that our pupils shall be originators and adapters of intelligent methods rather than servile imitators of methods received from others.

Believing that some relation ought to exist between the Normal schools and the system of high schools and academies in the State, by which the work of these schools may conduce more directly to the preparation of teachers, we have provided special instruction and separate classes for the graduates of such schools. In these classes the work is aimed directly at filling such gaps as may exist between their previous course of study and the prescribed course of the Normal school. The work in subject-matter is done with immediate reference to teaching, and the study of the science and art of education is so arranged as to allow its completion in less than the time required if the regular order be followed. By this arrangement, it is expected that graduates of first-class high schools and academies can complete the requirements of the Normal school course in one year. Graduates of schools which have a less complete course will require a proportionately longer term of study.

The present class of graduates is seven in number, and we confidently hope that a much larger number will be present next year. I deem it exceedingly desirable that this branch of our work receive special attention, for it will not only utilize the work of the high schools in the preparation of teachers, but will go far toward coordinating the work of these schools with that of the Normal schools and bringing about those cordial relations and inspiring those kindly feelings that ought to exist between the various educational agencies of the State. If these schools will join with us in this attempt to consolidate their work and ours, there will be no occasion for the complaint that the Normal school interferes with the prosperity of the academies, for their prosperity will increase ours, and *vice versa*. We much prefer to train these graduates, and we shall be glad to leave, as far as possible, instruction in subject-matter to the other schools of the State.

THE FACULTY.

Owing to the shortness of the interval between the establishment of the school and the date appointed for its opening, it was impossible to bestow upon the selection of a faculty such care as would justify the nomination of a permanent corps of instructors. The temporary engagement of Dr. and Mrs. Balcom seemed also a matter of justice under the circumstances, and the unorganized condition of the school rendered the employment of a full corps of teachers unnecessary. The temporary employment of Mr. Daniel Smiley, A. M., Miss Clara French, A. B., and Mr. Alfred B. Sherwood, A. B., and the selection of Mr. John F. Woodhull, A. B., as a permanent member of the faculty, completed the list of instructors for

the spring term ; and, although not all the departments were organized, the time of the pupils was profitably occupied, and by the introduction of Normal methods a foundation was laid for the future work of the school. The work of the spring term was, however, preliminary and generally conformable to educational principles, rather than an integral part of the adopted course of study.

The nominations of the several members of the permanent faculty were the result of a great amount of inquiry both by correspondence and by personal interviews. The great number of applications from teachers of all grades and widely separated places made the consideration of their claims an arduous and delicate task. Following my own convictions and the expressed wishes of the board, and utilizing to the best of my ability the long and eminently successful experience of its president, I aimed from the outset to secure the best available corps of teachers. The qualifications sought were :

1. Such character and general culture as would guarantee an atmosphere of refined Christian influence and sympathy in the school.

2. Such physical vigor and buoyancy of spirits as would ensure capacity for hard work without the loss of cheerfulness and hopeful enthusiasm.

3. Such sound common sense and magnanimity of disposition as would discourage petty jealousies and rivalries, and prefer the success of the school to personal precedence.

4. Such unquestioned intellectual advantages and attainments as would insure the highest standard of instruction and a spirit of progressive inquiry.

5. Such preference for the subject to be taught as would continually conduce to enthusiasm and improvement in the instruction given.

6. Such enlightened experience in teaching as would guarantee the best use of the pupils' time and energies, reject visionary schemes of instruction, and appreciate sound educational principles and practices.

In addition to these requirements, which pertain to the individual with little reference to others, I sought teachers whose views, inclinations and instincts seemed likely to coincide with my own, and who seemed likely to be personally agreeable to one another and to the pupils of the school. In addition to these requirements was the further necessity of selecting from candidates otherwise satisfactory those who would represent the various subjects of instruction with the greatest availability of talent and the most economical expenditures of salaries.

While this outline of requirements seems rather formidable, and even bordering on the ideal, I have as yet had no reason to doubt that, in the selection of the faculty, a close approximation has been made to the standard of excellence which we undertook to maintain. First of all, it seemed to me important that a school established for the education of teachers should have the services of a thoroughly intelligent, progressive, judicious and experienced edu-

cator, who should devote his entire time and energy to the professional training of the pupils and the study of education, both in its broader aspects, and in the details of its practice. This work has been assigned to Mr. George Griffith, A. B., a graduate of Hamilton College, who has served as school commissioner in Oneida county, as principal of the New Berlin Academy and Union School, and who was, at the time of his appointment, superintendent of schools in the city of Lockport. Professor Griffith's recent election to the presidency of the New York State Teachers' Association is an additional evidence of the favorable estimation in which he is held by the educators of the State.

Mr. John Francis Woodhull, A. B., a graduate of Yale College, for some time principal of the high school at Bloomfield, N. J., and later, principal of the high school at Chicopee Falls, Mass., has been engaged for the department of natural science. Mr. Woodhull has also been a special student at Harvard, and was, at the time of his selection, pursuing a course of advanced instruction in the laboratory of Johns-Hopkins University.

Mr. Charles Darius Larkins, Ph. B., who takes charge of the department of mathematics, completed the studies required for his degree at Alfred University, and has been principal of the public school at Adams, N. Y., and of the union school at Fayetteville, N. Y. He has had considerable experience in conducting teachers' institutes, and is a progressive educational worker of recognized ability and success.

Miss Clara French, A. B., in charge of the English language, and literature, and geography, is a graduate of Smith College, and has continued her studies abroad, spending a year in attending lectures on English literature and kindred subjects at Oxford University, and in familiarizing herself with the foreign scenes and customs which are so essential to a full appreciation of her chosen subjects.

The department of Latin and Greek has been placed in charge of Miss Kitty Augusta Gage, A. M., a graduate of Boston University, for several years teacher of classics in the high schools of Davenport, Iowa, and Westboro', Mass., a graduate student for one year at Cornell University, and during the year preceding her appointment, Fellow in Greek at Bryn Mawr College.

Instruction in French and German is given by Miss Elise Naomi Sorge, a native of Liege, Belgium, of German and French parentage, for one year teacher in Dana Hall, a school preparatory to Wellesley College, and for several years student and assistant instructor in Wellesley College.

Miss Margaret Clark Atwater, a graduate of the art department of Smith College, and whose studies covered a considerable part of the regular college course, was secured to take charge of physical culture, drawing and elocution, in all of which subjects she had shown unusual aptitude in her college work. Miss Atwater and Miss French are the only members of the faculty whose ability to teach had not been adequately shown elsewhere. But during the spring term Miss

French had so clearly demonstrated her fitness for the work as to make her retention in the school plainly desirable, and the successful work which Miss Atwater has already done makes it apparent that her appointment was peculiarly fortunate for the school.

Mr. Timothy L. Roberts, who has recently undertaken the instruction in vocal music, pursued his studies for some time in the New England Conservatory of Music at Boston, and afterward under the special direction of Professors H. E. Holt, John W. Tufts, W. H. Daniell and others.

He was for several years director of music in the schools of Newton, Mass., and has since had marked success both in imparting a knowledge of music to children and in training teachers for this important but sadly neglected branch. I have much confidence that under the instruction of Mr. Roberts our graduates will be able to give unusually good teaching in music wherever they may go.

Miss Emily Angeline Comer occupies the specially responsible position of teacher and critic in the school of practice. Since this position involves the double duty of exemplifying the best methods of instruction in the work to which most of the graduates will chiefly devote themselves and of training the practice teachers in the habitually skillful application of the instruction received in the school, I was especially anxious that this duty should devolve upon some one who had not only received a special training for it, but who had also had an unquestionably successful experience in this particular direction.

Miss Comer is a graduate of the Oswego Normal School and has for several years had charge of one of the departments of the school of practice in that institution. It was, therefore, no small advantage to us to secure her services and no small favor on the part of the authorities of that school and the Superintendent of Public Instruction to consent to her transfer from that school to ours.

To the faculty as thus constituted should be added as soon as possible another teacher and critic for the school of practice.

With all the assistance that can be rendered by the other teachers of the school, Miss Comer is taxed certainly beyond her strength and, I fear, beyond her endurance, while the school suffers from placing upon her such burdens as make it largely impossible for her to exemplify and exhibit in the school of practice such processes and results as the occasion demands and adequate time would permit. She is also prevented from giving that study to the development of improved methods which one in this position justly desires and for which she should have opportunity. With this addition to the faculty, we shall be able to do the work at present urgently demanded; but, if the school prospers as we have reason to expect, some further assistance will soon be needed.

The principles and methods of the kindergarten being in my judgment the true foundation on which to build the whole system of primary and intermediate education, I think a kindergarten should

be established in the school as soon as practicable. It may, however, be best to defer this until the opening of the next school year.

It may seem to some that it was due to the Normal schools already established and conducive to the interests of the Normal school system that our faculty should have been made up more largely of Normal school graduates. I do not think that such a criticism would be just, for the simple reason that it is no part of the mission of Normal schools to supersede the colleges and universities. The essential excellence of the Normal school is, or ought to be, that it collects from all available sources a knowledge of all matters pertaining to the science and art of education, and places at the disposal of its students the lessons derived from the educational experiences of their predecessors and contemporaries. In other words, it teaches how to make the most effective use of whatever knowledge the student has at his disposal, and practically gives him, before he begins to teach, such experience and understanding of his work as he would otherwise spend years in acquiring. But the Normal school does not control a monopoly of good teaching and cannot supply the demand for the broad culture and the high attainment which comes from more extended courses and longer periods of study than the Normal schools pretend to provide. There is so great a need of the results of Normal training in the elementary schools, that it seems to me much more profitable to supply this want than to compete with the colleges for precedence except as regards the purely professional work of teaching; and in this the Normal schools should be so pre-eminent that college graduates would not question the desirability of submitting themselves to their training before attempting to use their acquirements in the instruction of others. I believe that the professional pedagogical training of college graduates is within the legitimate sphere of Normal school training. At any rate those who have added the culture of a college or university training to the characteristic acquirements of the Normal school are not better equipped for these positions than they ought to be, even if they have to instruct none who have studied beyond the limits of an academic or high school course.

ATTENDANCE.

Notwithstanding the brief notice given, of the opening of the school in February, the attendance for the first term showed that the advantages of the school were appreciated. The number of pupils registered was 89, of whom 39 were Normal students proper, 22 were academic, and 28 were intermediate. Some changes occurred at the end of the first quarter, making the average attendance for the term 80, of whom 37 were Normal, 20 academic and 23 intermediate students. The average age of the male Normal students was 18.3 years, and that of the female Normal students was 18.8 years. As the school had not yet completed its first year, there were no graduates. While this number

of students was not large, it greatly exceeded the attendance in the corresponding term of the previous year. The number registered thus far during the present term is 152, of whom 66 are in the Normal courses, 29 in the academic department, and the remaining 57 in the school of practice. Nine counties are already represented.

It will be seen that the increase is chiefly in the number of Normal students and in the school of practice, while the number of academic students remains nearly the same. The academic list includes several who expect to become teachers, but who have not reached the required age for admission to the Normal course. The school of practice contains also several who applied for admission to the Normal department, but whose attainments were not such as to justify their admission. They will enter the Normal courses as soon as they have made the requisite progress. In addition to those above mentioned, who will become Normal students as soon as they can be received, there are others who expect to enter the school as soon as their attainments are sufficient, some of whom, upon failing in their examinations, preferred to make up their deficiencies elsewhere. These various indications, with others that have come to my notice, lead me to believe that the growth of the school will be unusually rapid, and that immediate measures should be taken to provide additional accommodations. I am glad to be able to say that our students are unusually earnest, teachable, and promising.

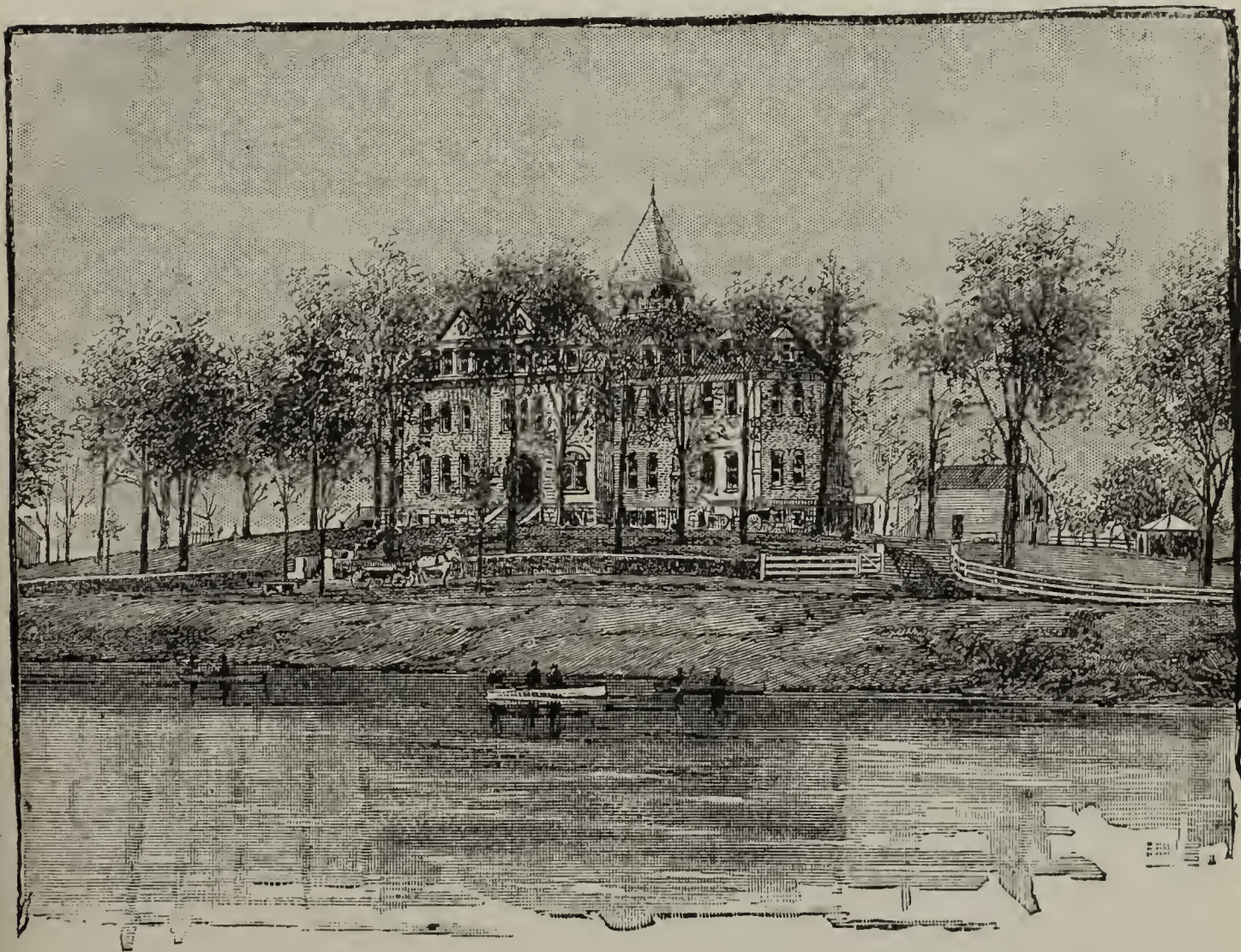
BUILDING, GROUNDS, AND LOCATION.

The material accommodations and equipment of the school are in many respects admirable, but in others inadequate. Believing as I do that the best education does not consist exclusively in the acquisition of book knowledge, or in the development of the intellectual faculties alone, I deem it especially fortunate that the school building has been constructed with reference to beauty as well as capacity and convenience, and that the surrounding scenery is so favorable to the growth and development of those refined and elevated sentiments which constitute the chief charm of character and which gives to education its highest value.

The charming location of the building itself, close to the Wallkill, the graceful curves of the river, the beautiful outlines and glorious hues of the Shawangunk mountains, as they stand out against the evening sky, and the peaks of the Catskills to the north teaching a perpetual lesson of ceaseless aspiration — all these seem to me as real a part of our facilities for training well-qualified teachers as the apparatus in our laboratory and the books on the shelves of our library.

The changes made in the building preparatory to its use as a Normal school have utilized nearly to the best advantage its capabilities, and, while it accommodates tolerably well the school at its present size, there is no escaping the conclusion that very considerable en-

largements are necessary before the work of the teachers can be most effective, or the number of students which the school ought to educate can be accommodated. In my judgment, measures ought to be taken at the earliest practicable moment to secure this enlargement, as I am confident that if the school continues to prosper as it has begun, the need of enlargement will be sorely apparent before it can, under the most favorable circumstances, be effected. I am also especially anxious that whatever additional building is done shall compare favorably, not only with the present building, but also with the most approved educational buildings erected by local enterprise or private benefaction. As the education of its children



NEW PALTZ NORMAL AND TRAINING SCHOOL.

is the most important concern of the State, and, therefore, justifies whatever expenditures may be requisite and useful for the purpose, I trust that those to whom the authority for this expenditure is delegated will be ready to respond with wise generosity to such demands as our needs may compel us to make. Such response ought to be the more prompt and hearty in consideration of the fact that the south-eastern section of the State has been for so many years deprived of the Normal school facilities so amply provided in the other portions of the State, while from its greater wealth this section has contributed more largely than any other to the support, not only of the Normal schools, but of all the educational agencies of the

State. The need of better qualified teachers for our public schools is pressing, and the presence of a Normal school within a moderate distance of home has evidently opened a new door to many who would not attempt to attend a school farther away. Were this school the first of its kind, and thus compelled to feel its way in its work, it might be best to let its development proceed by cautious steps, and extend over a considerable period. But the abundant experience of other similar schools leaves little doubt about what ought to be done, and, in my judgment, the sooner the school is fully developed, and doing its maximum of work, the more economical and advantageous it will be for the State.

The improvements made upon the grounds have added much to the comfort and convenience of all concerned. I think that the school grounds should receive careful attention, to the end that our pupils may be inspired to influence public sentiment in favor of more attractive school premises in the various localities where they may labor, and such an influence is the more needed because of the deplorable forlornness of most of the school premises in the country. Our opportunity in this respect is so unusual that I trust it will not be lost. I think it is especially important that the lots immediately adjoining the school property, which can now probably be acquired on reasonable terms, and which would ever hereafter add so much to the convenience and attractiveness of the school, should be secured before they fall into other hands, and are used for purposes unfavorable to the interests of the school.

I may say in this connection that the rapid improvement of the village is especially encouraging. If to its unusually attractive and convenient location, and the quaint reminder of its past history, it could add, as it now bids fair to add, the advantages of a well-ordered corporation, the interests of the school will be much promoted.

I am more and more impressed with the ample means of access to the school. The central location of New Paltz on the Walkill Valley railroad connecting at Kingston with the Ulster and Delaware and West Shore roads and the Hudson River steamers, and by ferry at Rhinebeck with the New York Central and Hudson River railroad, and connecting also at Montgomery with the Erie and at Campbell Hall with the Ontario and Western, renders the school peculiarly accessible from all portions of the south-eastern part of the State.

APPARATUS, LIBRARY AND READING-ROOM.

The chemical and physical apparatus has been selected with great care and, while not the most expensive, is believed to be unusually serviceable for the purposes of instruction. The students themselves will be expected to make some of the simpler apparatus required, and it is recommended that further expenditures in this direction be delayed until the particular articles needed become manifest through the experiences of the class-room.

Thus far the experiment of placing the library in the main study

room and giving the pupils unrestricted access to it has proved eminently satisfactory. I have no doubt that the usefulness of the library is more than doubled by this arrangement. The few books added to the academy library have been selected with careful discrimination and with reference to the needs of the special departments of study. The additions were so limited, however, as to make a large increase eminently desirable. The fact that a large and well-selected library is, next to the corps of teachers, the most important agency in the process of education can hardly be questioned. The further fact that the books in a well managed library continue to give instruction for a long series of years with but little increase of expenditure makes their purchase an unusually economical means of instruction. I am especially anxious, therefore, that a library as complete as possible shall be provided at the outset, to the end that we may fully avail ourselves of its use from the first. In this special matter, as in the general policy of the school, I am convinced that the only real economy on the part of the State is to place at our disposal from the first, all the facilities for our work which we can actually utilize. In this matter, also, as in the case of maps, charts, globes, apparatus, furniture and general supplies, it must be evident that a newly established school, instead of needing less than the older institutions, actually needs more, since they have the accumulations of years already at their service.

The text-book library is largely composed of books presented by the various publishing firms in response to a circular requesting specimens of their publications for exhibition and reference. Such additional books as were required for the classes formed have been purchased, and additional books will have to be procured as the classes progress in their course.

It is also highly desirable that a supply of current literature be provided for the use of the pupils and for preservation as a part of the library. Much of the most valuable material for our use can be obtained only in this way, and the expenditure of from \$50 to \$100 in this way will, I am confident, add as much to our facilities as would any other method of expending the same sum.

The furniture of the school is good, and in general adequate. There is, however, a pressing need of a piano for the school of practice, and of a musical instrument for the work in calisthenics. There is also need of cases for the proper exhibition and preservation of the minerals, shells and other objects belonging to the illustrative cabinets in the department of natural science, and of gymnastic apparatus in the department of physical culture.

THE ACADEMIC DEPARTMENT.

In regard to the desirability of maintaining an academic department, concerning which discussion has often arisen in educational circles, I have at present nothing to add to the following reply made by me to a letter asking for publication in one of the

educational journals, my views on the question whether the academical departments of the Normal schools should be abolished :

“ I am not sure that the question can be answered in the same way for all the Normal schools in the State. In fact, I doubt if our Normal school system is complete ; and, if it is not, the question cannot be properly answered until it is determined what changes should accompany this one. As long as the State undertakes to instruct Normal students in the subject-matter of an academic course, I see but little to be gained by excluding academic students from the classes. In our own case, for instance, I see no valid objection to using the classes demanded by Normal students for the benefit also, as our circular reads, ‘ of such students of the locality which presented the New Paltz Normal School property to the State as wish to acquire the best academical education and are willing to pay such tuition fees as will recompense the State for the additional expense involved.’

“ In case the work of the Normal schools were narrowed to the professional training of graduates of high schools, academies and colleges, as I think it well might be in at least one or two of the Normal schools, the academic department would still be desirable as a part of the school of practice. There is still another consideration. The Normal school has the two-fold mission of diffusing the best methods at present known, and of discovering better methods than are now in vogue. In the latter of these duties, the presence of a body of students under instruction in all the branches concerning which professional training is given serves as a check to visionary and over-sanguine schemes. If by abolishing academic departments you mean freeing the Normal schools from local obligations, I am disposed to think that such an abolition would be profitable. These views are expressed solely with reference to the welfare of the Normal schools, and of the communities in which they are located, and without any reference whatever to legal considerations regarding existing contracts. So far as the union schools and the academies of the State are concerned, I see no reason why the question should concern them. This school, at least, desires to attract their graduates rather than to burden itself with the academic education of those pupils who are properly instructed elsewhere. If those schools will send us the students who want instruction in the science and art of education, we certainly will not try to proselyte their academic students.”

CONCLUSION.

In conclusion allow me to say that while it was not without misgivings that I accepted the principalship of the school and the responsibility of making it a worthy member of the Normal school system of the State, and while I am aware that its workings cannot be perfected without more time than has elapsed since the opening of the school, I feel assured that our success is no longer doubtful. If the school is supported with the same liberality as the State has

shown toward the Normal schools previously established, I am confident that its work will soon demonstrate the wisdom of locating a Normal school in this section of the State. But our highest efficiency requires such liberal appropriations as will not only enable this school to furnish as good advantages as the other Normal schools, but such as will also encourage its rapid growth in facilities and numbers until it has attained its maximum of usefulness.

Thanking you, gentlemen, for your kind consideration, I am

Respectfully yours,

EUGÈNE BOUTON,

Principal.

NEW PALTZ, *December 1, 1886.*

OSWEGO.

ANNUAL REPORT OF THE LOCAL BOARD OF THE STATE NORMAL AND TRAINING SCHOOL AT OSWEGO.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR. — The local board of the State Normal and Training School at Oswego herewith submit their report for the year ending August 20, 1886 :

It is now 25 years since the organization of the "Oswego Training School for Primary Teachers." It was established by the city board of education for the purpose of training teachers for the public schools of Oswego. Graduates from the Oswego High School, and others having pursued a similar course of instruction, were admitted and put upon a course of strictly professional work, which consisted of discussions on the principles of education and their application in teaching the various branches of study, together with practice in teaching under criticism. This work covered one year. The methods pursued were new in this country, at least so far as the application of them to a system of public school instruction was concerned. It is true that the principles involved had been more or less discussed in educational journals, and individual teachers, either from a natural genius or careful reading and study, had been feeling their way into better methods of teaching; but, so far as we are aware, no well-arranged curriculum for a system of schools had been based on these principles. The method has been variously denominated "the objective method," "the natural method," "the Pestalozzian method" and "the new education." The thought underlying the work is, first to gain ideas and then give expression to them. What has been popularly known for the past few years as the "Quincy method" is essentially the same as what has some-

times been termed the "Oswego method." The principles are always the same, the modes of applying them may vary with different teachers.

The school opened April 15, 1861, with 9 pupils, in one of the smaller public school buildings of the city on West Fourth street. At the end of the year it was moved to a larger building on East Fourth street. Already the new movement had attracted a good deal of attention, and pupils applied for admission from different sections of this State and from other States. In the winter of 1862-3 the Legislature was asked to make an appropriation to aid in its support. This was granted in the spring of 1863 by an appropriation of \$3,000 on condition that the board of education of the city of Oswego would provide a suitable building and grounds for the accommodation of the school, and "that not less than fifty (50) pupils should be taught therein each year for a period of at least 40 weeks; and that each senatorial district should be entitled to send thereto annually, free of tuition, two first-class teachers." These conditions were so peculiar that the appropriation was unavailable and the selection of pupils impracticable.

In the spring of 1865 the Legislature so amended the law that, except for the first year, the appropriation was made \$6,000 annually for two years, "on condition that each county shall be entitled to as many pupil teachers in the school as it has representatives in the Assembly; and that the citizens or board of education of the city of Oswego shall provide a suitable building for the accommodation of the school." By this act the State may be considered as having recognized the school as one of its institutions. The conditions imposed were generously complied with by the Oswego board in the purchase of what was known as the United States hotel property. This was greatly enlarged and fitted up for the school, which was removed to this building the 28th of February, 1866. On the 11th of May, 1867, a local board, consisting of 13 members, was appointed by Hon. V. M. Rice, State Superintendent of Public Instruction. The school continued to grow in numbers until the building became too small for its accommodation.

In 1878 the Legislature made an appropriation of \$40,000 for the purpose of enlarging the building. In 1880 an additional appropriation of \$24,625.64 was made to complete the enlargement, and in 1885 another appropriation was made to remove the old wooden wing at the north-west corner of the building, and to replace it by a much larger brick structure. This improvement has been made, and the building may be considered as completed. It is well arranged and commodious for school work. The laboratories, of which there are four, are large and well equipped. The Zoölogical laboratory is 30x66 feet. A large case containing valuable specimens extends across the entire length of the room. Tables are arranged and furnished with dissecting instruments so that 100 pupils may work at the same time. The chemical and physical laboratory is 28x46 feet, and is fit-

ted up with working tables and all necessary appliances for 48 pupils to work. The botanical and geological laboratories are each about the same size as the physical laboratory, and are provided with tables and the necessary specimens and apparatus for objective work. Connected with these laboratories is a lecture-room capable of seating comfortably 100 pupils. Adjoining this lecture-room are ample store-rooms for chemical and physical apparatus. The new hall is somewhat larger than the old one, and will seat comfortably from 500 to 800 people. Under the new wing is a gymnasium for light gymnastics, fitted up with all modern improvements and apparatus for all grades of pupils from the babies in the kindergarten to the pupils in the Normal school. The size of the gymnasium is 65x75 feet and 18 feet high, and is well lighted, heated, and ventilated.

The school of practice numbers 437, including a kindergarten, primary, junior, and senior grades, and has ample accommodations for the work of 22 pupil teachers.

HEATING APPARATUS.

We have experienced a great deal of difficulty in heating our building on account of the insufficient capacity of the boilers and smoke-stacks. These are now being replaced by much larger ones; a large portion of the indirect heating is being changed to the direct, and we have good reason to believe that we shall be relieved from further embarrassment in this direction.

LIBRARY.

Our largest present want is that of books. A Normal school ought, above all other things, to have a good pedagogical library. This is nearly a minus quantity in our school; \$500, at least, ought to be expended in this direction at once. We very much need a good collection of books for the classes in history, literature, and science. We also need books of reference. In this direction our school is very deficient. We hope that at no distant day the funds may be provided for supplying this need in our school.

GROWTH OF THE SCHOOL.

We have stated that the school was organized with 9 pupils. Its growth has not been rapid, but it has been a healthy one. We have registered the past year 325 pupils, with an average attendance of 233. This is as many as can be taught to advantage with the present teaching force; and the number of teachers cannot be increased without a larger annual appropriation. The classes are all of them quite too large to be profitably taught; numbering in some instances from 80 to 100. Even when the class-rooms are large enough to accommodate this number, it is impracticable to do the thorough work with individual pupils that is so desirable.

GRADUATES.

The number of graduates is 1,281. They are widely scattered over this and other States of the Union. They are to be found in a large number of the Normal and training schools of the country. They have been called to organize and conduct a large proportion of the city training schools, of which there are already a great many, and the number is constantly increasing. We may be justly proud of the record our graduates have made. To them the school is largely indebted for the reputation it enjoys.

TERMS OF ADMISSION.

The State law regulating this subject requires that all pupils before entering the school must be examined by the faculty. This requirement seems to us often to work prejudicially to the interest of Normal training. Persons holding State certificates, obtained under the new law, requiring candidates to pass the most rigid and searching examinations in order to secure them; graduates from our most reputable high schools and academies, as also from our best colleges and universities, are indiscriminately required to take the elementary examinations for admission, together with those coming from the common district schools of the country. This seems unnecessarily rigid, and calculated, practically, to shut out very many of those pupils who are the most desirable, and who would come, if admitted on the record of their scholarship in the institutions from which they have been graduated. Some change in this requirement seems to us very desirable.

A HIGHER TRAINING DEPARTMENT.

Were this change made so that graduates from our higher institutions of learning, and notably from our best colleges, could be admitted, at once, to strictly professional work, something might be done in the way of training teachers for positions as principals of our high schools, academies, and training schools, and as superintendents. This seems to us to be a grade of work that ought to be undertaken by our Normal schools. We strongly urge that all obstacles to a work of this kind be removed, and that the Normal schools be encouraged to undertake it at once.

We can see no other way by which these schools can come to do the strictly professional work so urgently demanded of them. A part, if not all, of the colleges of this State recognize the diplomas of the Normal schools, and admit pupils without examination on subjects covered by them. The most common courtesy would seem to require that we return the compliment, and excuse candidates asking admission to our Normal schools from examination in subjects covered by the college diploma. To require an examination in subjects thoroughly taught in our best schools implies a lack of confidence that is not calculated, to say the least, to bring these institu-

tions into sympathy with our work. Were the way open to us, we would like to try the experiment in our own school of admitting directly to the professional work pupils who come properly recommended by the faculties of the higher grades of our most reputable schools as having thoroughly completed the branches of study required for this work. This would tend to bring us into sympathy with the preparatory schools of the State, and properly relate and unify our work, an end so much to be desired, and which we hope may, at no very distant day, be realized.

GREEK AND FRENCH.

The classes in these subjects have been so very small for the past few years that we do not feel warranted in keeping them up, and, with the consent of the Superintendent, we propose to drop them out in the future. This will relieve somewhat the pressure of work, and enable us to give more time to other subjects. In other respects the curriculum remains unchanged.

LOCAL BOARD.

No changes have occurred in the board since the last report. The following is a list of the present members:

Gilbert Mollison, president; John K. Post, secretary; Theodore Irwin, treasurer; George B. Sloan, Benjamin Doolittle, Alanson S. Page, Abner C. Mattoon, Samuel B. Johnson, David Harmon, Thomas Mott, Edwin Allen, John Dowdle.

FACULTY.

Since the last report was made, and just before the fall term opened in 1885, Professor I. B. Poucher was appointed custom-house officer for the port of Oswego; and by a vote of the board he was allowed an indefinite furlough. Without compensation, he has continued to take charge of the class in "Methods of Teaching Arithmetic," and of the boarding-house. Miss Sarah T. Van Petten was appointed at a salary of \$800 to teach drawing, and the methods of teaching drawing, botany, geology, mineralogy, and familiar science, and to Mr. Rappleye was assigned Mr. Poucher's class in algebra and arithmetic.

The following is the arrangement of the faculty as it has been organized during the past year:

Edward A. Sheldon, A. M., Ph. D., Principal, Didactics.

Walker G. Rappleye, B. S., Chemistry, Physics, Algebra, Arithmetic and Astronomy.

Herman Krüsi, Philosophy of Education, Perspective Drawing, Geometry and German.

Matilda S. Cooper, English Language, and Methods of teaching the same.

Mary V. Lee, M. D., Physical Culture, Zoölogy, Physiology and Methods in Object Lessons.

Caroline L. G. Scales, History, Literature, Rhetoric, Composition and French.
Mary Davis Moore, Latin and Greek.
Amelia B. Myers, Vocal Music, Reading, and Methods of teaching, Reading and Geography.
Sarah J. Walter, Methods of Teaching Geography, and Superintendent of School of Practice.
Mary H. McElroy, United States History, and Assistant Critic in School of Practice.
Emily A. Comer, Principal of Junior School of Practice.
Kate V. D. Bundy, Principal of Primary School of Practice.
Clara A. Burr, Principal of Kindergarten.

DETAILED STATEMENT of the Receipts and Disbursements of the Local Board of the Oswego State Normal and Training School for the Year Ending August 20, 1886.

RECEIPTS.

| | |
|---|----------------------------|
| Balance of former appropriation | \$20 00 |
| Special appropriation of 1885..... | 2, 000 00 |
| Annual appropriation of 1885 | 18, 000 00 |
| A portion of special appropriation of 1885..... | 3, 370 28 |
| Total | <u><u>\$23, 390 28</u></u> |

DISBURSEMENTS.

Teachers' Wages.

| | | |
|-----------------------|-------------------|--------------|
| E. A. Sheldon..... | \$2, 500 00 | |
| H. Krüsi | 1, 600 00 | |
| W. G. Rappleye..... | 1, 400 00 | |
| M. S. Cooper | 1, 200 00 | |
| M. V. Lee..... | 1, 200 00 | |
| C. L. G. Scales | 700 00 | |
| M. D. Moore | 900 00 | |
| A. B. Myers..... | 600 00 | |
| S. T. Van Petten..... | 800 00 | |
| S. J. Walter..... | 500 00 | |
| M. H. McElroy | 200 00 | |
| E. A. Comer | 100 00 | |
| C. A. Burr | 700 00 | |
| | <u> </u> | \$12, 400 00 |

Janitor's Account.

| | | |
|---------------------|-------------------|--------|
| John Bushinger..... | \$290 40 | |
| F. H. Cyrenius..... | 193 60 | |
| | <u> </u> | 484 00 |

Mileage Account.

| | |
|---------------------------|----------|
| Mileage paid pupils | \$681 72 |
|---------------------------|----------|

Expense Account.

| | |
|--|----------|
| J. J. Hart, ribbons for diplomas, and carpet | \$23 25 |
| Oswego Gas-light Co., gas consumed..... | 170 60 |
| J. Poucher, horse and wagon..... | 2 00 |
| A. G. Cook, coal | 1,383 65 |
| E. A. Sheldon, disbursements..... | 198 60 |
| Palladium Printing Co., printing | 32 50 |
| Times and Express, printing | 14 00 |
| U S. Post-Office, stamped envelopes..... | 33 60 |
| Chas. B. Chase, arranging electric bell and fitting and repairing keys | 80 99 |
| E. H. Cook Company, resetting furnaces. | 1,050 00 |
| E. H. Cook Company, new boilers and radiators | 3,000 00 |
| Smith & Leib, repairing gutters..... | 24 30 |
| Tho. Findley, repairing boiler | 31 44 |
| Lake & Bassett, repairing walls..... | 51 50 |
| Ames Iron Works, repairing boilers | 181 10 |
| Ames Iron Works, steam gauge | 4 75 |
| Gardener Brothers, carpenter work..... | 154 45 |
| Keefe Brothers, plumbing..... | 219 92 |
| T. J. Tift & Son, repairing gutters..... | 8 13 |
| Skinner & Savage, painting and repairing glass..... | 35 40 |
| Thomas Talbott, repairing slate roof..... | 29 10 |
| Aaron Colnon, repairing glass and painting | 79 56 |
| C. H. Butler, chemicals and blackboard paint..... | 64 65 |
| W. D. Gardener & Son, repairs..... | 251 13 |
| Oswego Water-Works Company, water rent | 214 39 |
| L. M. Holden, charcoal..... | 14 58 |
| Hall & Rourke, painting..... | 37 91 |
| C. A. Tanner, hardware..... | 125 68 |
| B. S. Alford, picture frame | 2 95 |
| C. H. Woodruff, door springs..... | 5 90 |
| John McCall, blacksmithing | 36 50 |
| J. K. Post, lumber..... | 39 87 |
| Chamberlain & Wallace, water-closet fixtures, toilet paper..... | 50 72 |
| Ratigan & Culkin, mason work..... | 119 48 |
| James McConkey, labor..... | 82 00 |
| William Blake, team work..... | 16 75 |
| D. Quinlan, fire clay and water lime..... | 4 00 |

| | |
|--|--------|
| A. W. Wright, lumber | \$9 96 |
| Chas. Bakeman, making blackboards..... | 31 79 |
| William H. Wilcox, charcoal..... | 9 80 |
| R. J. Oliphant, paper and stationery..... | 229 49 |
| Albert C. Goodwin, diplomas | 57 00 |
| J. S. Clark, window shades..... | 25 00 |
| Michael Gara, labor..... | 45 00 |
| Anthony Wilmot, labor..... | 5 13 |
| Robert Gair, school globes..... | 4 58 |
| S. T. Van Petten, artists' materials..... | 4 45 |
| E. A. Spring, moulding clay..... | 12 00 |
| A. H. Hewes, drawing materials..... | 10 20 |
| Prang Educational Company, artists' materials..... | 3 83 |
| A. C. Mattoon, flowers and rent of piano. | 44 00 |
| Oswego Publishing Company, printing... | 15 25 |
| Parmenter Crayon Co., crayon..... | 9 00 |
| T. C. & W. Gilchrist, supplies..... | 38 59 |
| James Gibbs, carpenter work..... | 197 33 |
| H. C. Robertson, drawing materials..... | 7 55 |
| H. C. Allewelt & Sons, painting hall.... | 300 00 |
| F. H. Cyrenius, paint for fence..... | 16 90 |
| Western Union Telegraph Co., telegrams. | 4 78 |
| S. E. Todd, cleaning carpets..... | 7 28 |

\$8,963 85

Furniture Account.

| | |
|--|---------|
| Buffalo School Furniture Co., school desks | \$37 08 |
| Peck & Schilling, installment on piano... | 243 68 |
| W. S. Norton, stools and chairs..... | 66 00 |
| A. H. Andrews, school desks..... | 22 80 |

369 56

Apparatus Account.

| | |
|--|---------|
| W. G. Chaffee, caligraph..... | \$85 00 |
| James Queen, repairing apparatus..... | 2 35 |
| Chas. Bessler, chemical apparatus..... | 6 50 |
| W. G. Rappelye, chemical apparatus.... | 3 40 |
| A. P. Gage, chemical apparatus..... | 29 37 |
| Cyclostyle Co., cyclostyle..... | 12 00 |
| Robert Pearce, mounting bird..... | 2 00 |
| W. O. Crosby, mineralogical specimens.. | 14 00 |
| Anna McCully, Japanese illustrations.... | 6 90 |
| A. H. Andrews, programme clock..... | 18 00 |
| Buck & Hunter, mattresses for gymnasium..... | 15 42 |
| J. C. Sullivan, rubber tubing..... | 4 80 |
| Wright & Ditson, Indian clubs..... | 53 35 |
| J. & M. Berge, chemical apparatus..... | 9 09 |

262 18

Library Account.

| | | |
|--|---------|-------------------------|
| Milton Barber, Chambers' Cyclopedia.... | \$11 00 | |
| S. C. Griggs & Co., books..... | 22 16 | |
| D. Appleton & Co., books..... | 10 20 | |
| Continental Publishing Co., books..... | 24 00 | |
| P. F. Van Everen, library numbers..... | 1 93 | |
| Chamberlin & Wallace, books..... | 4 40 | |
| R. J. Oliphant, repairing books..... | 48 30 | |
| H. L. Hyland, assistance at library..... | 40 00 | |
| D. C. Heath & Co., school histories..... | 19 98 | |
| G. & C. Merriam, dictionaries..... | 43 75 | |
| Fords, Howard & Hurlbert, books..... | 3 25 | |
| | <hr/> | \$228 97 |
| Total expenditures..... | | <hr/> <hr/> \$23,390 28 |

RECEIPTS AND DISBURSEMENTS OF THE KINDERGARTEN DEPARTMENT
FOR THE YEAR ENDING AUGUST 20, 1886.

Receipts.

| | | |
|--|----------|----------|
| Balance on hand..... | \$143 02 | |
| Received from tuitions..... | 450 00 | |
| Received of Misses Walter & Timerson for materials furnished..... | 84 | |
| | <hr/> | \$593 86 |

Disbursements.

| | | |
|---|----------|----------|
| Paid Mrs. Burr on salary..... | \$390 00 | |
| Paid Mrs. Grant on salary..... | 18 00 | |
| Paid for advertising..... | 106 80 | |
| Paid Peck & Schilling, rent and tuning of piano..... | 40 00 | |
| Paid Milton Bradley Company, kindergar- ten materials..... | 30 15 | |
| Paid Mrs. Eddy, kindergarten materials.... | 4 55 | |
| Paid sundries..... | 2 60 | |
| Balance on hand..... | 1 76 | |
| | <hr/> | \$593 86 |

GILBERT MOLLISON, *President.*
J. K. POST, *Secretary.*

CITY AND COUNTY OF OSWEGO, ss. :

Before me, Gilbert Mollison, Jr., a commissioner of deeds in and for the city of Oswego, State of New York, personally appeared Gilbert Mollison and J. K. Post, and made affidavit that the above statement is correct.

GILBERT MOLLISON, JR.,
Commissioner of Deeds.

APPENDIX.

Number of pupils registered during year :

| | |
|----------------|-----|
| Ladies..... | 275 |
| Gentlemen..... | 50 |
| Total | 325 |

Average age of pupils in attendance during year :

| | |
|-----------------|----|
| Ladies..... | 21 |
| Gentlemen | 22 |

Number of graduates during year :

| | |
|----------------|----|
| Ladies | 49 |
| Gentlemen..... | 7 |
| Total | 56 |

Number of graduates since school was established :

| | |
|----------------|--------|
| Ladies..... | 1, 163 |
| Gentlemen..... | 118 |
| Total..... | 1, 281 |

GRADUATES FOR TERM ENDING FEBRUARY 16, 1886.

Elementary English Course.

| Names. | Essays. |
|-------------------------|-----------------------------------|
| Stella M. Backer..... | Plants. |
| Nellie Baker..... | Government. |
| J. Gertrude Baxter..... | Lessons from Common Things. |
| Emma Commings..... | My Garden. |
| Beulah J. Gilman..... | Bees. |
| Nellie A. Hamilton..... | Shylock. |
| Arthur S. Hoyt | Growth of National Consciousness. |
| Maggie T. Kelly..... | American and European Travel. |
| Lydia A. Leroy..... | Temperance. |
| Carrie M. Nelson..... | Portia. |
| Lillie I. Nesbitt..... | The Story of a Pebble. |
| Kate Richardson..... | Children's Literature. |
| Lizzie H. Rogers..... | Quakers. |
| Florence M. Smith..... | A Day at Queen Elizabeth's Court. |
| Ida A. Springstead..... | The Songs of the Nations. |

Advanced Course.

| | |
|------------------------|---------------------------------|
| John E. Brown..... | A Case of Arrested Development. |
| Nellie E. Clark | The Amusements of the Greeks. |
| Mary A. Hayes | Art Education. |
| Jennie S. Pease... .. | The King's English. |
| Mary J. Teare... .. | Nihilism. |
| Minnie E. Waters | Wordsworth. |

Classical Course.

| Names. | Essays. |
|----------------------------|------------------|
| Cynthia A. Green. | The Golden Ages. |
| Robert J. Halgin, Jr. | Arctic Beauty. |
| Charles S. Johnson. | The Jury System. |

PROGRAMME, FEBRUARY 16, 1886.

Essay — "A Case of Arrested Development," John E. Brown.
 Music.
 Vocal Trio — "Morning Invitation," *Veazie*, Misses Hayes, Nelson, Myers, Rogers, Messrs. Brown and Hoyt.
 Essay — "Shylock," Nellie A. Hamilton.
 Music.
 Piano Solo — "Papillon, Opus 2, *Schumann*, Miss Laura Sheldon.
 Essay — "The Jury System," Charles S. Johnson.
 Recitation — "The Blind Girl of Castel-Cuille," *Longfellow*, Miss Beulah J. Gilman.
 Essay — "Children's Literature," Kate Richardson.
 Music.
 Vocal Duet — "Fly Away, Birdling," *Abt*, Miss Tenney, Mr. Rappleye.
 Essay — "Art Education," Mary A. Hayes.
 Class Song — Words by Mary A. Hayes.
 Conferring of Diplomas.
 Benediction,

GRADUATES FOR TERM ENDING JULY 6, 1886.

Elementary English Course.

| Names. | Essays. |
|--------------------------|-------------------------------------|
| Edith M. Garrison | Barren Fig Trees. |
| Jessie N. Griswold. | Picturesque New York. |
| Ella E. Hanrahan. | Children. |
| Florence A. Howe | Life in a Saxon Village. |
| Annie Leichhardt. | Among the Islands. |
| Susie C. Lee. | Light. |
| Eleanor S. Miller | The Magic Mirror. |
| Mary G. Parsons. | The Puritan Sabbath. |
| Elnora Pulver | The Offices of Memory. |
| Julia E. Rennie | Why? |
| Sarah M. Row | The Troubadours. |
| Carrie B. Salmon | The Mimicry of Insects. |
| Myrtie Sawdey | Charles Dickens. |
| Emma W. Skidmore. | Utopia. |
| Mary P. Tenney. | Miracle Plays. |
| Kate F. Walsh. | Calisthenics in Our Public Schools. |
| Emma C. Webster. | Modern Fiction. |
| Mary L. Welch. | The Black Diamond. |
| Hattie L. Whitaker | The House of the Interpreter. |
| Jennie A. Whyte. | Nature's Autographs. |

Advanced Course.

| | |
|----------------------------|---------------------------------|
| Lella Jane Barber. | Mountains and Mountain Worship. |
| Janet Davis | Buddhism. |
| M. J. Earley. | Fossil Interpretations. |
| Mary W. Flanagan | The Irish Character. |
| Jennie L. Hoover. | Chains. |
| Elizabeth A. Owen. | The Teachings of Socrates. |
| Isabella Pretlow. | The Utility of Doubt. |
| Antoinette C. Rogers. | Nature and Art. |
| F. E. Whitmore. | Socialism. |

Classical Course.

| Names. | Essays. |
|-------------------------|--|
| Adaline B. Rockwell.... | The Holy Grail. |
| W. C. Stone..... | Rome, the Mother of Occidental Civilization. |
| Nellie E. Turner | The Lost Atlantis. |

Kindergarten Training Class.

| | |
|----------------------------|----------------------------------|
| Elizabeth T. Calthrop..... | Charity Kindergartens. |
| Jane Woods Harris..... | The Mission of the Kindergarten. |
| Elizabeth R. Mahon..... | Kindergarten Music. |
| Jane E. Tabor..... | Gymnastics in the Kindergarten. |

PROGRAMME, JULY 6, 1886.

Morning.

SCHOOL OF PRACTICE, 9:30-11 — Opening Exercises, 9:30-9:55.

KINDERGARTEN, 9:30-10:45 — Opening Exercises, 9:30-9:45.

Games — Kindergarten, 9:45-10, Jane Woods Harris.
 Second Gift (Form) — Kindergarten, 10-10:15, Jane E. Tabor.
 Games — Kindergarten, 10:15-10:30, Elizabeth R. Mahon.
 Occupation — Kindergarten, 10:30-10:45, Elizabeth T. Calthrop.
 Botany and Reading — C III., Primary, No. 8, 9:45-10:15, Annie Leichhardt.
 Gymnastics — C III., Primary, No. 8, 10:15-10:25, Kate F. Walsh.
 Form (Paper Folding) — C III., Primary, No. 8, 10:25-10:45, Jane Woods Harris.
 Animal Lessons and Reading — C II., Primary, Room A, 9:45-10:15, Lella Jane Barber.
 Gymnastics — C II., Primary, Room A, 10:15-10:25, Kate F. Walsh.
 Form (Third Gift) — C II., Primary, Room A, 10:25-10:45, Elizabeth R. Mahon.
 Number — C I., Primary, Room 9, 9:45-10, Janet Davis.
 Form (Paper Cutting) — C I., Primary, Room 9, 10-10:15, Elnora Pulver.
 Gardening — C I., Primary, Room 9, 10:15-10:25, Janet Davis.
 Drawing and Color — C I., Primary, Room 9, 10:25-10:45, Elnora Pulver.
 Number — B Primary, No. 12, 10-10:30, Mary G. Parsons.
 Physiology — B Primary, No. 13, 10-10:30, Mary L. Welch.
 Music — B Primary, No. 13, 10:30-11, Mary P. Tenney.
 Animals and Reading — A, Primary, No. 16, 10-11, Sarah M. Row.
 Place — A Primary, No. 15, 10-11, Jennie L. Hoover.
 Botany — C Junior, No. 28, 10-10:30, Elizabeth A. Owen.
 Sewing — C Junior, Junior Hall, 10:30-11, Florence A. Howe.
 Reading and Geography — B Junior, No. 27, 10-11, Jessie N. Griswold.
 Arithmetic and Language — B Junior, No. 26, 10-11, Mary W. Flanagan.
 Reading and Geography — A Junior, No. 29, 10-11, Myrtie Sawdey.
 Botany — C Senior, Senior Hall, 10-10:30, Mary P. Tenney.
 Physiology — C Senior, No. 17, 10-10:30, Antoinette C. Rogers.
 Geography — C Senior, No. 17, 10:30-11, Hattie L. Whitaker.
 Geography — B Senior, No. 40, 10-11, Nellie E. Turner.
 History — A Senior, No. 10, 10-11, F. E. Whitmore, Isabella Pretlow,

PROGRAMME OF EXERCISES — 3 P. M.

Essay — "The Utility of Doubt," Isabella Pretlow.
 Essay — "Fossil Interpretations," M. J. Earley.
 Music.
 Vocal Solo — "L'Amour," E. Muzio, Mary Phelps Tenney.
 Essay — "The Holy Grail," Adaline B. Rockwell.
 Essay — "Why?" Julia E. Rennie.
 Music.
 Piano Solo { Nocturne, Schubert, } Elizabeth Richards Mahon.
 { Ballet Sylvia; ——— }
 Essay — "The Mission of the Kindergarten," Jane Woods Harris.

Original Recitation — "My Studio," Nellie E. Turner.
 Music.
 Vocal Trio — "O, Had I Wings," E. L. White, Anna B. Sheldon, Mary P. Tenney,
 W. G. Rappleye.
 Talk — "The Mimicry of Insects," Carrie B. Salmon.
 Essay — "Rome, the Mother of Occidental Civilization," W. C. Stone
 Conferring of Diplomas.
 Benediction.

ALUMNI PROGRAMME.

Twenty-fifth Anniversary.

WEDNESDAY, JULY 7, 1886, 9:00 A. M.:

Reading of Scriptures and Prayer.
 Singing — Doxology.
 Address of Welcome by the President.
 Response by Mrs. M. H. Pratt, Class of '64.
 Music.
 Vocal Solo — "The Creole Lover," *Dudley Buck*, Miss Sheldon.
 Remote causes which led to the Organization of the Normal School. A paper by
 Hon. O. J. Harmon.
 Brief addresses on the subject of this paper by prominent citizens.
 Music.
 Vocal Duets, W. G. Rappleye, Chas. Sheldon.
 History of Pestalozzianism in England, Mrs. Margaret Lawrence Jones. Read
 by Miss M. S. Cooper.
 History of the Oswego Normal School, Herman Krusi.

2:30 P. M.:

Necrological Report, Mrs. M. D. Moore, Class of July, '72.
 Our Normal School as related to the Work among the Freedmen, Amos W. Farn-
 ham, Class of June, '75.
 (This paper will be followed by brief addresses by persons who have been en-
 gaged in this work.)
 Music.
 Instrumental Solo, Miss Laura Sheldon.
 Our Normal School as related to the Educational Work in the West, Mrs. Delia
 Lathrop Williams, Class of February, '68.
 (This paper will be followed by brief addresses by persons who have been en-
 gaged in educational work at the west.)
 Music.
 Vocal Solo, W. G. Rappleye.
 Our Normal School as related to Educational Work in this State, W. J. Milne,
 Ph. D., LL. D.
 The Kindergarten, as related to Normal and Public Schools, Mrs. Clara A. Burr,
 Class of July, '73.

9:00 P. M.:

Banquet at Doolittle House.

THURSDAY, JULY 8, 1886, 9:30 A. M.

Devotional Exercises.
 The School of Practice — Its Present and Prospective Work, Sarah J. Walter,
 Class of June, '76.
 Instrumental Duet — "I Montechi e Capuleti," *Bellini*, Miss Gillette, Miss Laura
 Sheldon.
 The Gymnasium — Its Mission, Dr. Mary V. Lee, Class of '63.
 The Reading of Letters from Absent Members, by the Secretary.
 Five Minute Speeches by Members of the Association.
 Meetings in Sections.

2:30 P. M.:

Miscellaneous and Unfinished Business.
Vocal Solo, Miss Mary E. Hutcheson.

3:30 P. M.:

"The Training School in America," an Address, Dr. A. D. Mayo.
Singing by the Alumni, "Auld Lang Syne."

POTSDAM.

EIGHTEENTH ANNUAL REPORT OF THE LOCAL BOARD OF THE STATE NORMAL AND TRAINING SCHOOL AT POTSDAM.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—The local board respectfully submit the following report for the year ending August 20, 1886 :

I. LOCAL BOARD.

The local board remains the same as last year, as follows :

Henry Watkins, A. M., president ; John G. McIntyre, A. M., secretary ; Hon. George Z. Erwin, A. M., treasurer ; Jesse Reynolds, M. D. ; Roswell G. Pettibone, A. M. ; Hon. John I. Gilbert, LL. D. ; Gen. E. A. Merritt ; William A. Poste, A. M. ; A. G. Gaines, D. D.

II. FACULTY.

Changes have occurred in the faculty as follows :

Henry A. Watkins, Mary Lord Bacon, Ida J. Phelps and Judson T. Webb tendered their resignations, which was accepted.

Mary M. Kyle returns from her two years' leave of absence. The board engaged Minnie R. Lucas and James W. Aitchison as teachers.

The faculty is at present made up as follows :

E. H. Cook, Principal, History and Philosophy of Education.

Amelia Morey, Preceptress, English Language and Methods.

Mary M. Kyle, Didactics, Drawing, History and English Literature.

Warren Mann, Natural Science and Methods.

George C. Shutts, Mathematics and Methods.

Edward W. Flagg, Composition, Rhetoric and Rhetorical Work

Ida E. Steyer, French and German.

Jane F. Butrick, Principal of Primary Department, Primary Methods.

Clara M. Russell, Principal of Intermediate Department, Geography Methods.

J. Ettie Crane, Vocal Music and Methods.

Fred L. Dewey, Greek and Latin.

Freeman H. Allen, Arithmetic, Geography, History and Botany.
 Minnie R. Lucas, Reading, Elocution, Calisthenics and Methods.
 James W. Aitchison, Preparatory Department.
 F. E. Hathorne, Piano, Organ and Harmony.
 Mrs. F. E. Hathorne, Assistant, Piano.
 Henry A. Watkins, Leader of Orchestra.

III. GRADUATES.

The graduates during the year were as follows: January 26, 1886, Normal Department, Classical Course — Alice S. Lewis.

Advanced English Course — Nellie M. Allen, Agnes T. Crowley, W. F. Hitchcock, Jennie M. Jones.

Elementary English Course — Lena C. Boyd, Emma C. Fisher, Flora E. White, Kate Butler.

Advanced English Course, Academic — Frank D. Davis.

June 21 and 22, 1886. Normal Department, Classical Course — Elva M. Haywood, Arthur Hitchcock, Alice M. Stanton.

Scientific Course — James W. Aitchison, John Hitchcock, Lura S. Jones, Bert W. Reed, Jennie Freeman Wright.

Advanced English Course — George H. Cobb, Lottie A. Clark, Edith M. Crandall, Lina A. Morton, Lillie A. McBrien, Minnie A. Nichols, Abbie M. Parmeter, Sidney A. Perkins, C. Anna Reay, Mary A. Shearer, Fred M. Smith, Martha E. Shoemaker, Sarah M. Spaulding, Fannie J. Storie, Reuben A. Taylor.

Elementary English Course — Jennie L. Besio, Ella M. Bartholomew, A. Augusta Cheney, Dillie Dorchester, May Hawley.

Classical Course, Academic — Kittie L. Barnhart, Edward W. Henderson.

Scientific Course, Academic — Pliny J. Clark.

IV. ATTENDANCE.

The whole number registered in each of the departments, respectively, during the year ending August 20, 1886:

| | Males. | Females. | Total. |
|-------------------|--------|----------|--------|
| Normal | 155 | 270 | 425 |
| Academic | 40 | 24 | 64 |
| Intermediate..... | 52 | 63 | 115 |
| Primary | 52 | 57 | 109 |
| Total.. | 299 | 414 | 713 |

V. FINANCIAL STATEMENT.

Receipts.

| | |
|--|-------------|
| Amount in hands of local board August 21, 1885..... | \$1, 786 36 |
| Amount received from the State during the year ending August 20, 1886..... | 18, 000 00 |

| | |
|--|---------------------|
| Amount received for tuition in the academic department during the year | \$2, 030 65 |
| Amount received from all other sources during the year | 301 57 |
| Total | <u>\$22, 118 58</u> |

Expenditures.

| | |
|--|---------------------|
| Amount paid for instruction in the several departments during the year | \$14, 500 00 |
| Amount paid for library, text-books and apparatus... | 612 29 |
| Amount paid for repairs and improvements on buildings and improvements on grounds..... | 565 07 |
| Amount paid for incidentals and all other expenses not enumerated above | 5, 231 03 |
| Amount in hands of local board August 20, 1886... | 1, 210 19 |
| Total | <u>\$22, 118 58</u> |

DETAILED STATEMENT OF EXPENDITURES.

Teachers' Salaries.

| | |
|------------------------|---------------------|
| E. H. Cook..... | \$2, 500 00 |
| Amelia Morey..... | 1, 200 00 |
| Warren Mann | 1, 400 00 |
| George C. Shutts..... | 1, 200 00 |
| Henry A. Watkins | 800 00 |
| Mary L. Bacon..... | 800 00 |
| Edward W. Flagg..... | 1, 200 00 |
| Ida E. Steyer..... | 700 00 |
| Jane F. Butrick..... | 700 00 |
| Clara M. Russell..... | 700 00 |
| Ida J. Phelps..... | 700 00 |
| J. Ettie Crane..... | 600 00 |
| Judson T. Webb..... | 300 00 |
| Fred. L. Dewey..... | 1, 000 00 |
| Freeman H. Allen..... | 700 00 |
| Total | <u>\$14, 500 00</u> |

Janitor's Account.

| | |
|-----------------------|-----------------|
| Janitor's salary..... | <u>\$660 00</u> |
|-----------------------|-----------------|

Amount Paid for Library, Text-books and Apparatus.

| | |
|--------------------------------------|----------|
| Edgar A. Newell & Co., books..... | \$413 19 |
| Van Antwerp, Bragg & Co., books..... | 87 75 |

| | |
|---|-----------------|
| New England Publishing Co., magazines and papers. | \$57 35 |
| D. Appleton & Co., books | 54 00 |
| Total | <u>\$612 29</u> |

Amount Paid for Repairs and Improvements on Buildings and Improvements on Grounds.

| | |
|---|-----------------|
| J. Waite & Sons, labor | \$42 77 |
| H. L. Ives, labor and material | 142 20 |
| D. A. B. Bailey, labor and material | 19 61 |
| C. G. Rogers, labor and material | 185 83 |
| Batchelder & Sons, furniture, etc | 136 24 |
| Ira Ransom, labor | 28 35 |
| Ladd & Loveland, labor and material | 10 07 |
| Total | <u>\$565 07</u> |

Amount Paid for Incidentals.

| | |
|---|--------------------|
| A. A. Senter, telephone | \$30 00 |
| Elliot Fay, printing | 138 71 |
| Cyclostyle Co., cyclostyle and paper | 18 00 |
| F. C. Adams, merchandise | 7 81 |
| C. W. & E. W. Leete, hardware | 3 97 |
| E. D. Brooks, dry-goods | 6 52 |
| Village of Potsdam, water rates | 37 50 |
| Simon & Barnum, binding books | 86 50 |
| Thomas S. Clarkson, sundries | 82 63 |
| C. L. Dove, tuning and repairing pianos | 28 00 |
| Rollin E. Sumner, printing | 48 25 |
| C. W. Bardeen, supplies | 188 91 |
| Willmarth & Hazelton, chemicals | 67 34 |
| Asa L. Shipman's Sons, binders | 9 41 |
| J. G. Cooke, merchandise | 12 80 |
| E. H. Cook, sundries | 275 51 |
| J. H. Seeley Estate, merchandise | 21 25 |
| H. K. Baldwin & Co., lime and cement | 2 95 |
| A. H. Andrews & Co., seats | 26 20 |
| Edgar A. Newell & Co., stationery | 99 40 |
| F. P. Mathews, hardware | 98 89 |
| E. H. Cook, mileage | 306 09 |
| S. D. Ray, janitor at town hall | 28 00 |
| Albert C. Goodwin, diplomas | 28 00 |
| Total | <u>\$1, 662 64</u> |

Amount Paid from Academic Fund.

| | |
|--|---------------------|
| E. F. Jewett, sundries | \$42 40 |
| A. J. Train, labor | 66 00 |
| J. Waite & Sons, labor and material | 41 10 |
| H. A. Henry, labor | 50 00 |
| C. G. Rogers, labor | 79 61 |
| George Lewis, lumber | 11 58 |
| E. H. Cook, miscellaneous accounts | 968 15 |
| Perrigo & Peck, insurance | 305 34 |
| C. & C. Ellis, wood | 66 00 |
| G. R. C. Smith, insurance | 336 82 |
| H. J. Clark, wood | 56 10 |
| J. J. Boyle, wood | 376 00 |
| Rev. S. Call, wood | 409 06 |
| J. G. McIntyre, sundries | 48 28 |
| Simon & Barnum, binding books | 16 28 |
| C. L. Dove, tuning pianos | 14 00 |
| Elliot Fay, printing | 21 67 |
| Total | \$2, 908 39 |
| Total expenditures | \$20, 908 39 |
| Amount in hands of local board August 20, 1886... | 1, 210 19 |
| Grand total | \$22, 118 58 |

ST. LAWRENCE COUNTY, ss. :

Henry Watkins, president, and John G. McIntyre, secretary, of the local board of the State Normal and Training School at Potsdam, being duly sworn, each for himself says that he has examined the foregoing report, and believes the same to be in all respects correct and just.

HENRY WATKINS,
JOHN G. MCINTYRE.

Subscribed and sworn to before me, {
this 4th day of September, 1886. }

GEO. H. SWEET, *Notary Public.*

2. NORMAL SCHOOL CIRCULAR.

The following is substantially the common form of circular which has been in use for a number of years past for each of the State Normal and Training Schools, located respectively at Brockport, Buffalo, Cortland, Fredonia, Geneseo, New Paltz, Oswego and Potsdam:

STATE OF NEW YORK:

DEPARTMENT OF PUBLIC INSTRUCTION,
SUPERINTENDENT'S OFFICE, ALBANY, *January 1, 1887.* }

To School Commissioners and City Superintendents of Schools:

Your attention is respectfully invited to the following announcement relating to the State Normal and Training School at _____.

The design of the school is to furnish competent teachers for the public schools of the State.

Each county is entitled to twice as many pupils as it has representatives in the Assembly. For the want of qualified candidates, the quotas of some counties may not be filled, while the number of eligible applicants from other counties may be greater than their quotas. Therefore, you need not limit your recommendations to any prescribed number, but encourage worthy and aspiring young men and women, who are qualified, and intend to make teaching their vocation, to attend this school.

To gain admission to the school, pupils must be at least 16 years of age, and must possess good health, good moral character, and average abilities. They must pass a fair examination in reading, spelling, geography and arithmetic as far as the roots, and be able to analyze and parse simple sentences.

All appointments for admission are made by the State Superintendent of Public Instruction, subject to the required examination upon the recommendation of the several school commissioners or city superintendents of schools, whose duty it is to use all reasonable means to secure the selection of suitable candidates.

It is suggested that you advertise where you will meet and examine applicants for appointment, at a time not later than fifteen days before the opening of the term. Recommendations should be made as early as practicable, and be mailed promptly to the Superintendent of Public Instruction at Albany.

FORM OF RECOMMENDATION.

To the Superintendent of Public Instruction:

aged _____ hereby recommend _____ of _____ in the county of _____ years, as possessing the health, scholarship, mental ability and moral character requisite for an appointment to the State Normal and Training School at _____

[Dated.] _____
School Commissioner

_____ District of the County of _____

SPECIAL PRIVILEGES OF PUPILS.

Tuition and the use of all text-books are free. Students will be held responsible, however, for any injury or loss of books. They are advised to bring with them, for reference, any suitable books they may have. The amount of fare necessarily paid on public conveyances in coming to the school will be refunded to *those who remain a full term.*

TERMS AND VACATIONS.

The year is divided into two terms of 20 weeks each. The fall term commences on the first Wednesday in September, and the spring term on the second Wednesday in February. There will be an intermission for a week during the holidays.

All pupils should be present promptly at the opening of the term. The examination for admission and classification will commence on Wednesday, and a failure on the part of candidates to be present at that time will subject them and the teachers to the inconvenience of a private examination.

COURSES OF INSTRUCTION.

ELEMENTARY ENGLISH COURSE.

First Year.

First Term — Arithmetic, Grammar, Physical and Descriptive Geography, Vocal Music, Spelling and Impromptu Composition, Linear Drawing, Penmanship.

Second Term — Arithmetic, Grammar, and Analysis (half term), Botany (half term), Composition and Rhetoric, Reading, Physiology and Zoölogy, Penmanship, Light Gymnastics.

Second Year.

First Term — Philosophy and History of Education, School Economy, Civil Government and School Law, methods of giving object lessons and of teaching the subjects of the Elementary Course, Declamations, Essays and Select Readings.

The object lessons include lessons on Objects, Form, Inventive Drawing, Size, Color, Place, Weight, Sounds, Animals, Plants, Human Body and Moral Instruction.

Second Term — Teaching in School of Practice, Essays, Select Readings or Declamations.

ADVANCED ENGLISH COURSE.

Students to be admitted to this course must pass a satisfactory examination in all the studies of the first year in the elementary English course.

First Year.

First Term — Algebra, Natural Philosophy, Perspective Drawing, Rhetoric, Geometry, Essays, Declamations, Select Readings, Light Gymnastics.

Second Term — Algebra, Book-keeping, (elective), Declamations, General History, Chemistry, Select Readings, Geometry, English Literature, Essays.

Second Year.

First Term — Same as the first term of the second year of the elementary English course, including Essays, Declamations, Select Readings.

Second Term — Mineralogy and Geology, Astronomy (half term), Teaching in School of Practice.

CLASSICAL COURSE.

Students to be admitted to this course must pass a satisfactory examination in all the studies of the first year in the elementary English course.

First Year.

First Term — Algebra, Light Gymnastics, Rhetoric, Latin, Geometry, Essays, Declamations, Select Readings.

Second Term — Algebra, Latin, General History or English Literature, Geometry, Essays, Declamations, Select Readings.

Second Year.

First Term — Latin, Astronomy (half term), Natural Philosophy, Greek or Modern Languages, Declamations, Select Readings.

Second Term — Latin, Mineralogy and Geology, Chemistry, Greek or Modern Languages, Essays, Declamations, Select Readings.

Third Year.

First Term — Same as the first term of the second year of the elementary English course, including Essays, Declamations, Select Readings, Latin, Greek or Modern Languages.

Second Term — Latin, Greek or Modern Languages, Teaching in School of Practice.

DIPLOMA.

Students who satisfactorily complete any one of the above courses will receive corresponding diplomas, which will serve as licenses to teach in the public schools of the State.

It will be seen by the preceding courses of study that students, who have thoroughly mastered the subjects named in the first year of the elementary English course, can, in two years, complete the advanced English course, or in three years the classical course.

Students possessing the requisite age and qualifications may be admitted to any class on examination; but no person can graduate from any one of the prescribed courses, without passing through the last two terms of that course.

CONCLUSION.

Allow me to urge you to use all proper means to extend information in regard to this school, that young persons who possess the requisite qualifications may be induced to participate in its benefits. Your experience must bear witness that the greatest need of the common schools is the acquisition of more teachers who are thoroughly qualified; and I confidently trust that you will give a cheerful and prompt response to this call for your official action.

A. S. DRAPER,

State Superintendent of Public Instruction.

3. STATISTICAL TABLES—NORMAL SCHOOLS.
STATISTICS of Attendance from reports of Local Boards, for the year ending August 20, 1886.

| LOCATION. | Established. | Opened. | Departments. | ATTENDANCE DURING THE YEAR. | | | AVERAGE AGES. | | GRADUATES, 1886. | | | WHOLE NUMBER OF GRADUATES. | | | | | |
|----------------|--------------|---------|-------------------------------|-----------------------------|-------|----------|---------------|--------|------------------|--------|----------|----------------------------|--------|----------|--------|-------|-------|
| | | | | Pupils. | Total | Average. | Total. | Males. | Females. | Males. | Females. | Total. | Males. | Females. | Total. | | |
| Albany..... | 1844 | 1844 | Normal..... | 484 | ..... | 337 | ..... | 21.29 | 19.26 | 18 | 79 | 97 | 1044 | 1883 | 2927 | | |
| | | | Model..... | 231 | ..... | 202 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |  |  |
| | | | Kindergarten..... | 42 | 757 | 27 | 566 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |  |  |
| Brockport..... | 1866 | 1867 | Normal..... | 325 | ..... | 207 | ..... | 38 | 19.18 | 1 | 11 | 12 | 90 | 270 | 360 | | |
| | | | Academic..... | 110 | ..... | 62 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |  |  |
| | | | Intermediate..... | 131 | ..... | 110 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |  |  |
| Buffalo..... | 1867 | 1871 | Primary..... | 144 | 710 | 109 | 488 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |  |  |
| | | | Normal..... | 169 | ..... | 132 | ..... | 17.43 | 17.86 | ..... | 21 | 21 | 12 | 309 | 321 | ..... |  |
| | | | Academic..... | 6 | ..... | 5 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |  |  |
| Cortland..... | 1866 | 1869 | Intermediate..... | 127 | ..... | 106 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |  |  |
| | | | Primary..... | 103 | 405 | 85 | 328 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |  |  |
| | | | Normal..... | 375 | ..... | 236 | ..... | 19.7 | 18.6 | 10 | 48 | 58 | 100 | 456 | 556 | ..... |  |
| Fredonia..... | 1866 | 1868 | Academic..... | 35 | ..... | 26 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |  |  |
| | | | Intermediate..... | 176 | ..... | 147 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |  |
| | | | Primary..... | 212 | 798 | 149 | 558 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |  |
| Geneseo..... | 1867 | 1871 | Normal..... | 211 | ..... | 154 | ..... | 19.6 | 19.6 | 8 | 17 | 25 | 42 | 334 | 376 | ..... |  |
| | | | Academic..... | 82 | ..... | 59 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |  |
| | | | Intermediate..... | 160 | ..... | 119 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |  |
| New Paltz..... | 1885 | 1886 | Primary..... | 119 | 572 | 94 | 426 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |  |
| | | | Normal..... | 425 | ..... | 328 | ..... | 19.8 | 19.4 | 3 | 55 | 58 | 86 | 273 | 359 | ..... |  |
| | | | Academic..... | 117 | ..... | 68 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |  |
| Oswego..... | 1863 | 1863 | Intermediate..... | 113 | ..... | 100 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |  |
| | | | Primary..... | 147 | 802 | 106 | 602 | | | | | | | | | | |
| | | | Normal..... | 39 | | 37 | | 18.3 | 18.8 | | | | | | | | |
| Potsdam..... | 1866 | 1869 | Academic..... | 22 | ..... | 20 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |  |
| | | | Intermediate..... | 28 | 89 | 23 | 80 | | | | | | | | | | |
| | | | Normal..... | 325 | ..... | 233 | ..... | 22. | 21. | 7 | 49 | 56 | 118 | 1163 | 1281 | ..... |  |
| | 1866 | 1869 | Intermediate and Primary..... | 437 | 762 | 304 | 537 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |  |
| | | | Normal..... | 425 | ..... | 288 | ..... | 21.2 | 19.6 | 9 | 28 | 37 | 90 | 257 | 347 | ..... |  |
| | | | Academic..... | 64 | | 45 | | | | | | | | | | | |
| | | | Intermediate..... | 115 | ..... | 99 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |  |
| | | | Primary..... | 109 | 713 | 95 | 527 | | | | | | | | | | |
| | | | Total ..... | ..... | 5608 | ..... | 4112 | ..... | ..... | 56 | 308 | 364 | 1582 | 4945 | 6527 | ..... |  |

NORMAL SCHOOLS.

FINANCIAL STATEMENT from reports of Local Boards for the year ending August 20, 1886.

| SCHOOLS. | VALUE OF SCHOOL PROPERTY. | | | | MONEY RECEIVED. | | | | |
|-----------------|---------------------------|-------------|------------------------|----------------|--|-----------------|--|---------------------|--------------|
| | Lot and build-ings. | Furniture. | Library and apparatus. | Total. | Balance with Local Board, August 21, 1885. | From the State. | From academic, kindergarten, intermediate and primary tuition. | From other sources. | Total. |
| Albany | \$205,605 14 | \$37,373 11 | \$6,500 00 | \$249,478 25 | \$2,204 36 | \$24,067 88 | \$3,922 00 | \$16 50 | \$30,210 74 |
| Brockport | 140,000 00 | 5,000 00 | 11,000 00 | 156,000 00 | 504 44 | 18,270 63 | 1,897 50 | .. ..... | 20,672 57 |
| Buffalo .. | 110,000 00 | 7,443 29 | 9,936 75 | 127,380 04 | 61 08 | 18,316 83 | 172 50 | 1 00 | 18,551 44 |
| Cortland | 93,750 00 | 6,500 00 | 9,366 00 | 109,616 00 | 486 60 | 24,598 00 | 114 75 | .. ..... | 25,199 35 |
| Fredonia | 125,000 00 | 5,500 00 | 8,650 00 | 139,150 00 | 461 10 | 24,572 89 | 558 10 | 250 00 | 25,842 09 |
| Geneseo | 106,000 00 | 5,800 00 | 7,900 00 | 119,700 00 | 540 68 | 19,438 21 | 1,955 80 | 10 75 | 21,935 44 |
| New Paltz | 40,000 00 | 1,000 00 | 1,500 00 | 42,500 00 | ..... | 4,476 40 | 458 50 | 13 18 | 4,948 08 |
| Oswego. | 100,000 00 | 7,000 00 | 11,000 00 | 118,000 00 | 20 00 | 23,370 28 | ..... | ..... | 23,390 28 |
| Potsdam..... | 135,000 00 | 6,700 00 | 6,000 00 | 147,700 00 | 1,786 36 | 18,000 00 | 2,030 65 | 301 57 | 22,118 58 |
| Total | \$1,055,355 14 | \$82,316 40 | \$71,852 75 | \$1,209,524 29 | \$6,064 62 | \$175,101 12 | \$11,109 80 | \$593 00 | \$192,868 54 |

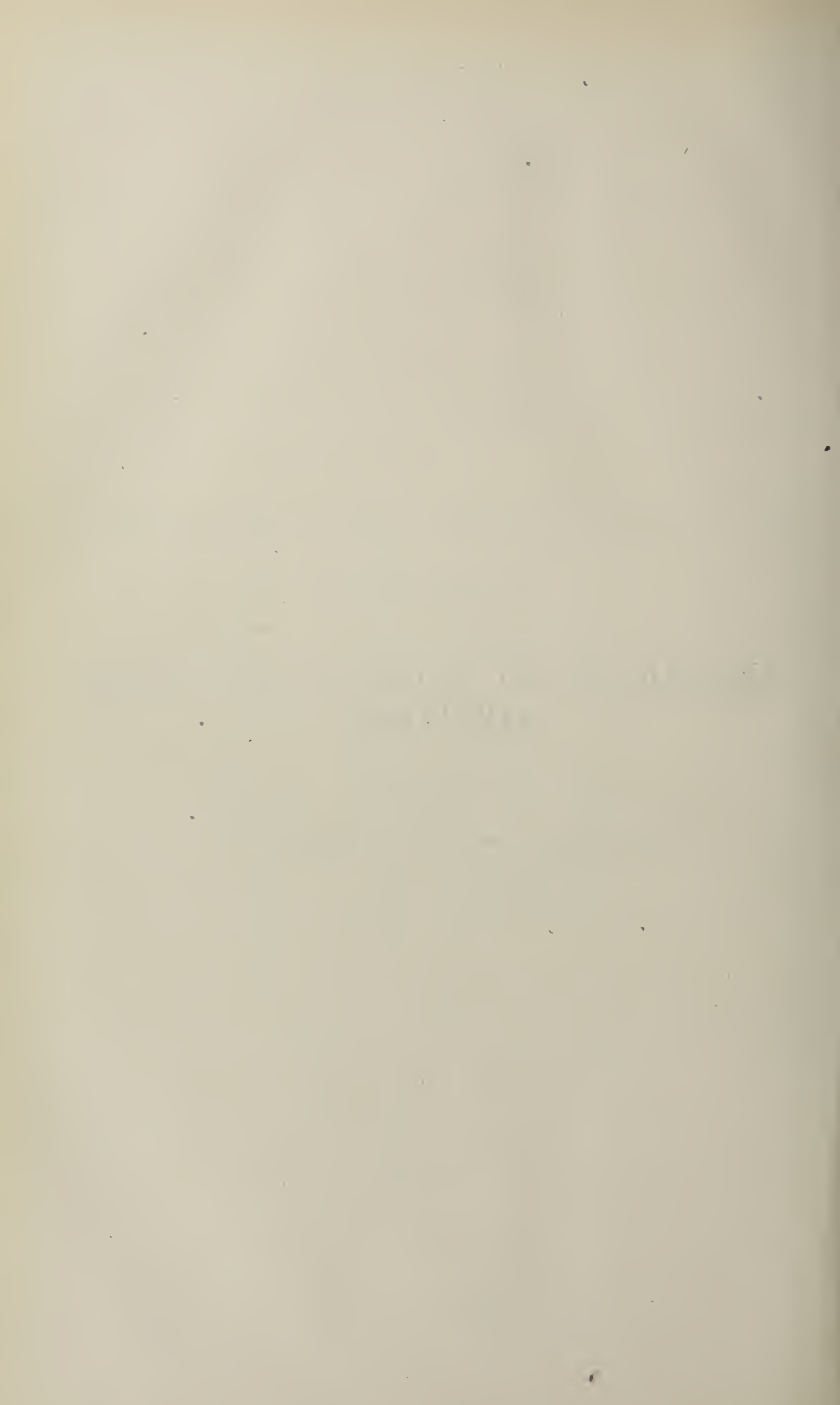
NORMAL SCHOOLS.
FINANCIAL STATEMENT—(Continued).
MONEYS PAID.

| SCHOOLS. | For Normal instruction. | For academic, kindergarten, intermediate and primary instruction. | For library and apparatus. | For repairs of buildings and improvement of grounds. | Other expenses. | Balance, August 20, 1886. | Total. |
|-----------------|-------------------------|---|----------------------------|--|-----------------|---------------------------|--------------|
| Albany | \$13,718 01 | \$3,400 00 | \$1,168 07 | \$13 13 | \$8,755 41 | \$3,156 12 | \$30,210 74 |
| Brockport | 14,300 00 | 1,700 00 | 837 64 | 668 52 | 2,876 62 | 289 79 | 20,672 57 |
| Buffalo | 14,100 00 | 200 00 | 643 13 | 1,039 14 | 2,441 06 | 123 08 | 18,551 41 |
| Cortland | 11,500 00 | 2,900 00 | 1,104 63 | 5,525 99 | 3,698 90 | 469 83 | 25,199 35 |
| Fredonia | 10,639 50 | 4,700 00 | 150 51 | 6,390 73 | 3,711 51 | 249 84 | 25,842 09 |
| Geneseo | 10,350 00 | 3,950 00 | 578 43 | 2,291 76 | 4,160 22 | 605 03 | 21,935 44 |
| New Paltz | 3,566 00 | ..... | ..... | ..... | 924 03 | 458 05 | 4,948 08 |
| Oswego | 12,400 00 | ..... | 491 15 | 5,805 79 | 4,693 34 | ..... | 23,390 28 |
| Potsdam | 14,500 00 | ..... | 612 29 | 565 07 | 5,231 03 | 1,210 19 | 22,118 58 |
| Total | \$105,073 51 | \$16,850 00 | \$5,590 85 | \$22,300 13 | \$36,492 12 | \$6,561 93 | \$192,868 54 |

EXHIBIT No. 4.

AMERICAN MUSEUM OF NATURAL
HISTORY.

1. REPORT OF DR. A. S. BICKMORE.
 2. CONTRACT BETWEEN THE STATE AND MUSEUM.
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AMERICAN MUSEUM OF NATURAL HISTORY.

1. REPORT OF DR. A. S. BICKMORE.

HON. A. S. DRAPER,

State Superintendent of Public Instruction :

SIR.— I have the honor to submit the following report in relation to the instruction provided for the teachers of the common schools and the Normal schools of the State by chapter 240 of the Laws of 1885, and chapter 428 of the Laws of 1886 :

In accordance with the programme for lectures, recommended by the superintendent of public schools of this city and the principals of the State Normal schools, and approved by the State Superintendent of Public Instruction, I have prepared and delivered during the present year the twenty lectures authorized in the above statutes and numbered 31 to 50 inclusive, in the following schedule which is subjoined in full for four years, that the instruction given in 1887 may be distinctly seen in its proper relation to that which has already preceded it and that which is soon to follow :

Lectures to the teachers of the city and State of New York, given under the auspices of the State Department of Public Instruction, at the American Museum of Natural History, Eighth avenue and Seventy-seventh street, Central Park, New York city, by Professor Albert S. Bickmore.

From the subjects upon which the law requires that instruction shall be given in the public schools and Normal schools of the State, the following have been selected by the State Superintendent of Public Instruction for these illustrated lectures, which are free to all the teachers of this State :

First Course, 1884 and 1885.

AUTUMN OF 1884.

Human Anatomy and Physiology.

- | | |
|----------------------------|-------------------------------|
| 1. The Skeleton. | 4. Nervous System and Senses. |
| 2. The Muscular System. | 5. Digestion and Respiration. |
| 3. The Arteries and Veins. | 6. Hygiene. |

Mineral Kingdom — Building and Ornamental Stones.

- | | |
|-----------------------------|----------------------------|
| 7. Granites and Sandstones. | 8. Limestones and Marbles. |
|-----------------------------|----------------------------|

Vegetable Kingdom — Forestry.

- | | |
|---|---|
| 9. Evergreens — the Pine, Spruce and Cedar. | 10. Deciduous trees—the Oak, Elm and Maple. |
|---|---|

SPRING OF 1885.

Animal Kingdom.

- | | |
|----------------------------------|----------------------------|
| 11. Introductory — The Sea. | 16. Crabs and Lobsters. |
| 12. Corals and Sea Fans. | 17. Flies and Mosquitos. |
| 13. Oysters and Clams. | 18. Butterflies and Moths. |
| 14. Marine Univalves and Snails. | 19. Bees and Ants. |
| 15. The Nautilus and Argonauta. | 20. Beetles. |

Second Course, 1885 and 1886.

AUTUMN OF 1885.

Physical Geography.

- | | |
|------------------------------------|---------------------------------|
| 21. The Appalachians and Niagara. | 26. The Yosemite Valley. |
| 22. The Mississippi Valley. | 27. Mexico and Central America. |
| 23. The Yellowstone National Park. | 28. The West Indies. |
| 24. The Garden of the Gods. | 29. The Andes. |
| 25. The Canons of the Colorado. | 30. The Amazon. |

SPRING OF 1886.

Zoölogy — Fishes.

- | | |
|---------------------------|----------------------|
| 31. Herring and Shad. | 34. Cod and Hake. |
| 32. Salmon and Trout. | 35. Sharks and Rays. |
| 33. Halibut and Flounder. | |

Zoölogy — Reptiles.

- | | |
|----------------------------|-------------------------|
| 36. Salamanders and Frogs. | 37. Snakes and Lizards. |
|----------------------------|-------------------------|

Zoölogy — Birds.

- | | |
|--------------------------------|----------------------|
| 38. Swimming Birds and Waders. | 40. Eagles and Owls. |
| 39. Pheasants and Doves. | |

Third Course, 1886 and 1887.

AUTUMN OF 1886.

Geography and Ethnology.

- | | |
|---------------------|------------------------|
| 41. The Atmosphere. | 44. The Mediterranean. |
| 42. Switzerland. | 45. The Rhine. |
| 43. Norway. | |

Useful Minerals.

- | | |
|-------------------------|----------------------|
| 46. Coal and Petroleum. | 48. Silver and Gold. |
| 47. Iron and Lead. | |

Articles of Food.

- | | |
|---------------------|------------------------------|
| 49. Tea and Coffee. | 50. Indian Corn and Tobacco. |
|---------------------|------------------------------|

SPRING OF 1887.

Geography and Ethnology.

- | | |
|-----------------------|------------------------------|
| 51. England — London. | 53. Germany — Berlin. |
| 52. France — Paris. | 54. Russia — St. Petersburg. |

Zoölogy — Birds.

- | | |
|--------------------|------------------------|
| 55. Humming Birds. | 56. Birds of Paradise. |
|--------------------|------------------------|

Zoölogy — Mammals.

- | | |
|------------------------------|---------------------|
| 57. Kangaroos and Opossums. | 59. Sheep and Oxen. |
| 58. Elephants and Antelopes. | 60. Swine and Deer. |

Fourth Course, 1887 and 1888.

AUTUMN OF 1887.

Geography and Ethnology.

- | | |
|----------------|----------------------|
| 61. Egypt. | 66. Spain. |
| 62. Palestine. | 67. India. |
| 63. Turkey. | 68. China. |
| 64. Greece. | 69. Japan. |
| 65. Italy. | 70. Pacific Islands. |

SPRING OF 1888.

Articles of Food.

- | | |
|---------------------|---------------------|
| 71. Wheat and Rice. | 72. Sugar and Salt. |
|---------------------|---------------------|

Zoölogy — Mammals.

- | | |
|-------------------------------|-------------------------------|
| 73. The Whales and Manatees. | 76. Lions and Tigers. |
| 74. The Horse and Rhinoceros. | 77. Monkeys of the New World. |
| 75. Dogs and Seals. | 78. Monkeys of the Old World. |

Aborigines of North America.

- | | |
|------------------------------------|-----------------------------------|
| 79. Eskimos and Indians of Alaska. | 80. Indians of the United States. |
|------------------------------------|-----------------------------------|

To obtain the photographic views necessary to properly illustrate the lectures upon those fisheries which yield an important part of the food of all our people, I had already, while on a tour to the Normal schools, visited with my assistant, Mr. L. C. Laudy, the State Fish Hatchery at Caledonia, which we found, after examining nearly all like establishments in the country, to be the best model for illustrating the artificial propagation of trout and salmon, and the other principal food-fishes of our fresh waters.

To secure similar authentic illustrations of our great marine fisheries, Professor Spencer F. Baird, United States Fish Commissioner, generously permitted us to have stereopticon slides made in Washington from the extensive series of negatives which had been taken to illustrate the American fisheries in the great international exhibition in London.

In order to supplement these, and be able to place before an audience of teachers a more exhaustive series of views on these subjects than had ever existed before, I was honored by the Minister of Marine and Fisheries of the Dominion of Canada with a letter of introduction and commendation to all his officers in Nova Scotia, Cape Breton, New Brunswick and Quebec, and I journeyed with our photographer rapidly along those eastern shores as far as Gaspé. Everywhere we were most cordially welcomed and permitted to examine and photograph everything pertaining to the industries we were studying, and at the last-named port a large steamer, belonging to the Department of Fisheries, kindly took us to places in the vicinity to which we could not otherwise have visited. That I might be able to speak last autumn upon the physical geography of our country from personal observation I was favored, on account of the full reports of our lectures in the daily press, with free passes for over nine thousand miles, and during the summer visited the National Yellowstone Park, Salt Lake, the Yosemite Valley, the Grand Canon of the Colorado, and Pike's Peak.

This summer, that I might be able to speak in like manner of Northern and Central Europe, I have traveled entirely at my own expense through Norway from its southern extremity to the North Cape, and throughout all the sublimer portions of Switzerland. I improved the opportunity of being in London and Paris to select from the great series of views in those cities the best illustrations of the countries described in our present course and those slides have been safely delivered to each Normal school.

That we might be able to properly illustrate the great natural resources of our own land in iron, coal and petroleum, I have travelled throughout Pennsylvania and the adjoining parts of New York, and the iron region of Lake Champlain. All these places have been carefully pictured by our photographer and his assistant, and form a unique series of illustrations of three of the principal industries upon which the prosperity of our people must largely depend.

I have already delivered two lectures upon Switzerland and Norway before the teachers and pupils of the State Normal schools at Potsdam, Buffalo and Fredonia, and in neither place did we have a hall large enough to accommodate the friends of education in the vicinity, who having heard of the first lecture desired to listen to the second themselves and witness the effective attractiveness of this new method of visual instruction. The lectures before the other Normal schools will soon be completed in the manner the contract between the Museum and the Department requires.

Besides sending the slides above mentioned, we have also this year forwarded to each Normal school a pair of steel cylinders for holding compressed gas and all the necessary connections between them and the stereopticon lanterns previously furnished; and the science teacher in each school now possesses a complete set of apparatus for repeating those of our lectures of which he has the slides and the stenographic reports.

In addition to the lectures I have delivered before the Normal schools during the present and former years, and the instruction Mr. Laudy has given them in the use of the apparatus, each one has received, since this system of instruction was instituted, the following supplies purchased from the Museum fund:

In 1884.

| | |
|--|---------|
| One set marine specimens..... | \$50 00 |
| One set rocks, Manhattan Island..... | 5 00 |
| One case insects..... | 5 00 |
| 2 vols. Cassell's Natural History, at \$1.45..... | 2 90 |
| One stereopticon lantern..... | 35 00 |
| 262 stereopticon slides, at 40 cents..... | 94 80 |
| 1 Carpenter on Alcoholism and 1 Gray's Anatomy... | 4 45 |
| $\frac{1}{3}$ Cost of Dr. Prudden's Drawings on Alcoholism.... | 25 00 |
| 1 Lecture on Alcoholism (MSS.)..... | 5 00 |

In 1885.

| | |
|---|----------|
| 414 stereopticon slides, at 40 cents..... | \$165 60 |
| 1 electric lighting apparatus and tank..... | 32 00 |
| 2 Cassell's Natural History, at \$1.45..... | 2 90 |
| Reporting, printing and forwarding Lectures Nos. 9, 10, 11, 12, 23, 24, 25 and 27..... | 32 00 |

In 1886 (October 1st to December 18th).

| | |
|---|----------|
| 255 stereopticon slides at 40 cents..... | \$102 00 |
| 1 set adjusters and connections..... | 22 52 |
| 1 pair steel cylinders..... | 40 00 |
| 2 Cassell's Natural History, at \$1.45..... | 2 90 |
| Gas in cylinders..... | 5 00 |
| 1 dozen boxes for holding slides..... | 6 00 |
| Boxes for packing slides..... | 1 00 |

There have also been placed in each department of the public schools of New York city, a cabinet containing a fine series of corals, shells and other marine specimens, a case of insects, a set of plants, a collection of the rocks of Manhattan Island, and the volumes of Cassell's Natural History, like those enumerated above. The teachers conducting language lessons have frequently written us describing the great benefit they have found these specimens to be in giving the instruction required of them by the board of education.

This year as I have visited the various Normal schools, I have been present at the lectures given by the science teachers in which this apparatus and these stenographic reports have been used to the marked interest and profit of the pupils, and yet it has been only by means of the aid rendered from the Museum fund that such effective teaching could have been possible.

The fact that the countries and industries which have been described this fall have been personally visited and studied by the speaker, and that several of the lectures have been illustrated with artistically colored slides has brought again to the Museum throngs of teachers, and, on three occasions, after filling our little hall many have waited and listened outside the closed doors, where they could hear only a part of what was said and not be able to see one of the pictures thrown on the screen.

The lectures are given on Saturday mornings commencing at half-past ten o'clock, and for some time past the audience has begun to assemble soon after nine, and by ten, or half an hour before the time for the lecture to begin, every seat from which the screen can be seen has been filled.

It has, therefore, become an imperative necessity that a hall capable of seating at least 1,000 persons, and other rooms adjoining

thereto be provided in some addition to our present building, to be erected at the expense of the city of New York, where not only our own teachers and other citizens but all from every part of the Commonwealth, who desire, may come and enjoy this free instruction already generously provided for them by the State.

Respectfully submitted,

ALBERT S. BICKMORE,

*Professor in charge of the Department of Public Instruction, and
Curator of the Department of Ethnology in the American
Museum of Natural History, Central Park.*

NEW YORK, December 18, 1886.

MEMORANDUM.

Inventory of property paid for by the appropriations provided by the State of New York, and at the American Museum of Natural History in Central Park.

NEW YORK, December 18, 1886.

| | |
|--|----------|
| 38 settees for lecture-room..... | \$258 40 |
| 1 copying camera, 6½ x 8½..... | 22 00 |
| 1 multiplying camera, 8 x 10, with attachments..... | 75 00 |
| 2 copying camera lenses..... | 81 00 |
| 2 long-focus lenses in large lantern..... | 71 00 |
| 1 single long-focus lantern and 1 single object lens... | 35 00 |
| 1 dissolver, high pressure, \$25; 2 pairs adjusters, \$20..... | 45 00 |
| 2 sets connections and double set of block-tin pipe... | 10 80 |
| Photographic chemicals and all the contents of the photographic dark-room not herein specified..... | 50 00 |
| 1 view camera 6½ x 8½, \$46; lens for same, \$42..... | 88 00 |
| 36 6½ x 8½ Barnett's plate holders for same..... | 36 00 |
| 1 tripod, \$3.50; 1 camera case, 1 small trunk case, \$5..... | 8 50 |
| 1 double lantern and complete outfit for exhibiting at the State Normal schools..... | 185 00 |
| 120 boxes for lantern slides for lectures, at 50 cents.. | 60 00 |
| 3,271 negatives, at \$1.50..... | 4,906 50 |
| 5,662 lantern slides, at 40 cents..... | 2,264 80 |
| 471 lantern slides, colored, at \$1.75..... | 824 75 |
| 1 8 x 10 retouching frame, 1 tripod focusing glass.... | 4 25 |
| 2 diamonds for cutting glass, 3 graduates..... | 14 00 |
| 8 $\frac{8}{10}$ rubber trays, 2 agate ware, $\frac{8}{10}$ | 14 20 |
| 6 funnels, 1 $\frac{8}{10}$ bath holder..... | 4 00 |
| 1 trimmer and brass patterns for cutting mats..... | 4 50 |
| 9 drawings by Dr. Prudden on Alcoholism (microscopic) | 225 00 |

| | |
|--|-------------|
| 1 tourist's 5 x 4 camera for instantaneous work, with 72 holders in case for same, folding tripod, and outside trunk, packing and transportation case complete. | \$237 00 |
| 1 copying table with 6 drawers. | 25 00 |
| 1 copying table, adjustable, rack movement. | 75 00 |
| Cuvier, 16 volumes. | 313 20 |
| 54 volumes Cassell's Natural History, to be distributed to the schools of New York city. | |
| 95 microscopic slides, at 50 cents, \$47.50; 1 dozen microscopic boxes for holding same, \$3. | 50 50 |
| | <hr/> <hr/> |

2. CONTRACT BETWEEN THE STATE AND MUSEUM.

Memorandum of an agreement made and entered into this 30th day of June, 1886, between Andrew S. Draper, as Superintendent of Public Instruction of the State of New York (pursuant to the authority conferred upon him so to do, by chapter 428 of the Laws of 1886) party of the first part, and the American Museum of Natural History in the city of New York, party of the second part.

The said American Museum of Natural History agrees to furnish each year, for two years, beginning on the 1st day of October, 1886, illustrated instruction to be given and illustrated by the curators of said Museum, on human and comparative anatomy, physiology, zoölogy, physical geography and such other subjects as the Superintendent of Public Instruction may require, as follows, viz.: First: Not less than 20 lectures at the hall connected with the Museum, on Saturday mornings between said dates, to the teachers of the common schools of the city of New York and vicinity. Second: Not less than 10 lectures at the same place to teachers' institutes or associations or any body of common school teachers from outside of the city of New York who will apply for the same and will visit the Museum for that purpose. Third: Not less than 12 lectures at the same place, but in the evening, to artisans, mechanics and other citizens.

It is also agreed by said Museum, that one of its curators, with such assistants as he shall require, shall, as soon as practicable after the 1st day of October, 1886, and also as soon as practicable after the 1st day of October, 1887, visit each of the Normal schools at Albany, Brockport, Buffalo, Cortland, Fredonia, Geneseo, Oswego, Potsdam and New Paltz, and the Normal College of the city of New York, and the Training School for Teachers, in the city of Brooklyn, and lecture once upon such subject in the course as shall be selected by the principal of the school visited, and at the same time, see to it that the apparatus previously forwarded to each of said schools is in perfect working order, and if not so in any case, he shall direct the principal about the necessary repairs for making it so, and he shall give the several principals of said schools full instructions in relation to the apparatus in their charge in order to enable them to readily use the same in illustrating such printed copies of the lectures delivered at the Museum as shall be forwarded to them. And it is further agreed that if said apparatus should at any time become incapable of use, or should any institution having the same be unable to operate it effectually, that said party of the second part shall send a duly qualified person to put the same in order, or to instruct such institution in the use thereof.

It is understood that said Museum shall provide all the help and accommodations requisite for carrying out the aforesaid undertakings such as the services of a photographer and assistants; the use of the hall at the Museum, and the cost of lighting, warming and putting and keeping the same in order for such lectures; the use of the elevator in said building, and the free use of the natural history collections belonging to said Museum for illustrating said lectures; and that the State of New York shall be liable to no expense for or on account of the services of persons and suitable accommodations for said lectures beyond the sum hereinafter agreed to be paid therefor, except that the traveling expenses and hotel bills of persons visiting the Normal schools, as hereinbefore provided, shall be paid by the State upon bills to be presented to and audited by the said Superintendent of Public Instruction.

In consideration of the foregoing agreements, the said Superintendent of Public Instruction, for and on behalf of the State of New York, agrees that said State will, upon the performance of said agreements by the party of the second part, to the satisfaction of said Superintendent, pay each year of said two years covered by this agreement, to the said American Museum of Natural History, the sum of eight thousand dollars (\$8,000) in equal monthly installments at the end of each month of the period covered by the terms of this agreement.

It is further agreed that said American Museum of Natural History shall, from time to time, with the approval of the Superintendent of Public Instruction, make or purchase additional apparatus, books and appliances for use in giving said instruction at said Museum or at the State Normal schools, or the Normal College in the city of New York, or the Training School for Teachers in the city of Brooklyn, or for distribution among the common schools of the city of New York, and with such approval, may likewise take or purchase photographic views of natural scenes or objects and reproduce the same in convenient form, or may purchase the same after having been so reproduced, for use and distribution to the foregoing named institutions for the purposes aforesaid, and may cause stenographic reports of the lectures so delivered at said Museum to be made and printed and distributed to the institutions hereinbefore named or otherwise as may be directed by said Superintendent. All apparatus, books, appliances or views so purchased or produced, and the cost of all such stenographic reports and printing, shall be paid for by the State of New York at the actual cost of purchase or production, upon bills and sub-vouchers to be presented to and audited by said Superintendent of Public Instruction and shall become the property of the State of New York.

It is agreed by said Museum that all property of the State in its immediate custody shall be properly cared for and shall be at all times subject to the order and direction of the Superintendent of Public Instruction, and that correct inventories thereof shall be furnished whenever requested by him.

It is furthermore agreed that all agreements entered into between the parties, and hereinbefore set forth, may be terminated at the pleasure of the Superintendent of Public Instruction.

IN WITNESS WHEREOF, the Superintendent of Public Instruction does hereunto set his hand as such, and affixes the seal of his [L. s.] Department at the city of Albany, this 19th day of July, 1886, and the President of said American Museum of Natural History by virtue of the direction of the Trustees of said Museum does hereunto set his hand on behalf of said Museum at the city of New York this 30th day of June, 1886.

ANDREW S. DRAPER,

Superintendent of Public Instruction.

MORRIS K. JESUP,

President American Museum of Natural History.

EXHIBIT No. 5.

TEACHERS' INSTITUTES.

1. DEPARTMENT CIRCULAR.
 2. REPORTS OF INSTITUTE CONDUCTORS.
 3. STATISTICAL TABLES.
 4. COPY OF "ATTENDANCE CERTIFICATE."
 5. SAMPLE INSTITUTE PROGRAMMES.
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TEACHERS' INSTITUTES.

1. DEPARTMENT CIRCULAR.

TEACHERS' INSTITUTES FOR 1886 AND 1887.

STATE OF NEW YORK:

DEPARTMENT OF PUBLIC INSTRUCTION, }
SUPERINTENDENT'S OFFICE, }
ALBANY, *June 4, 1886.* }

To.....

School Commissioner.

SIR.—It has become manifest to me that some modifications must be made in our system of teachers' institutes, if we would make them productive of the most good. The legislation of the last year or two has resulted in bringing nearly the entire body of teachers to the institutes, and in most of the counties of the State, this has produced gatherings too large to be beneficial. It is proposed, therefore, to try the experiment, in the larger counties, of changing from county to district institutes, where this course shall be desired by school commissioners. It is believed that an institute, to be effective, should not embrace more than 150 teachers, and it is recommended that commissioners in preparing for next year's institutes should arrange to hold them in separate school commissioner districts, where a county institute would bring together a larger number. It is not the purpose of the Department to make this change obligatory upon commissioners as yet, but for the present to leave it largely to their discretion. But it is requested that all of the counties having 200 teachers or more, whose duty it is to attend the institute, shall try the experiment of an institute in each commissioner district. It is recommended, also, that the commissioners of each county consult together and arrange institutes, and so far as may be, upon consecutive weeks for the convenience of the Department and the institute conductors.

This arrangement will necessitate a change in the manner of conducting institutes. It will not be possible for the Department, with the funds at its disposal, to send two conductors to each institute if the number of institutes is to be largely increased. In that event,

one conductor will be assigned, whose duty it will be to have entire charge of, and be responsible for the management and success of the institute; and there may be invited additional assistance from the prominent and experienced teachers of the locality. The principals of all of the Normal schools, with a single exception, have assured me that they and the members of their faculties will gladly aid at institutes in their localities, and I have entire confidence that all progressive teachers will feel delighted and honored at an invitation to participate in this work.

Complaints are coming to the Department from teachers in the higher grades that the instruction given at the institutes is not helpful to them. They are seeking relief from the necessity of attendance. It is believed that all, even the most advanced teachers, can receive benefit from the institutes, but if that were not so, such teachers should have enough interest in uplifting their profession, to be anxious to help their less fortunate associates. The way must be opened for this. It is believed that it can be made to the advantage of all grades.

In arranging the institutes for next year, let commissioners invite the more advanced and experienced teachers to present exercises, and let appropriate hours be fixed for the general discussion of specified educational topics, and then, after correspondence or consultation with the conductor who is to have charge of the institute, let a printed programme be sent out so that all may know, in advance, about what may be expected and at what time in the week. An hour may be assigned for a "question box" and a session may be set aside for the consideration of school buildings and sites and grounds and heat and ventilation and cleanliness and kindred topics at which trustees may be particularly invited to be present. It is believed that in this way institutes may be established which will be of so much interest and so profitable to all classes that all will desire to attend them.

It will not be deemed out of place, however, to caution commissioners against permitting the introduction of improper features. Do not allow itinerant lecturers or readers to find their way into the programme. Do not submit to exercises of declamation and recitation by the children of the local school. Take a decided stand against suppers or festivals or entertainments of any kind gotten up in the neighborhood for gain. Do not hold an examination for teachers' certificates in connection with an institute. It will interfere with the success of the institute, and the examination itself will not be what it should be. It is impossible to do more than one thing at a time well. In short, do not do or permit any thing which can detract from the interest of the institute or in any wise interfere with its success.

I take this opportunity for saying that I have learned of frequent cases where trustees have resorted to subterfuges for the purpose of avoiding the payment of teachers' wages while the teacher was in attendance at the institute. And I have also heard of cases — happily much less frequent — where teachers have absented themselves

from institutes or have been present but a small portion of the time, while drawing pay for attendance.

The statute provides that "all schools in school districts and parts of school districts not included within the boundaries of an incorporated city, shall be closed during the time a teachers' institute shall be in session, in the same county in which such schools are situated," etc. It may be noticed that this is not advisory language, but mandatory. A trustee is not at liberty to continue the school during the week an institute is being held. He cannot pay a teacher for teaching during such week. The law does provide, however, that a teacher shall be given the time for attending the institute without deduction of pay. Any contract, therefore, entered into between the trustee and teacher which is in violation of this statute, is void to that extent at least. It is the purpose of the law to bring all teachers into the institutes and to that end it provides that there shall be no school held during the time of the continuance of the institute and that the district shall pay the wages of the teacher during such time, in order that such teacher may be able to attend the institute. On the other hand, a teacher is entitled to pay during the institute week only for such time as he may attend the same. If present but one day, he can draw but one day's pay. And if there should be a case where a teacher is so devoid of moral sense, as to undertake to deceive the commissioner or trustee, the case would be a very proper one for the revocation of the license to teach. Not only the letter, but the spirit and intent of the law upon this subject, must be fully observed and the Department will sustain commissioners in compelling such observance.

It is doubtful if the best interests of all concerned are to be subserved by holding more than one institute in the same territory in a year. Indeed, I have the impression that to require schools to be closed, while the pay of teachers is continued during two entire weeks in the same year for institute purposes, is carrying the system too far. I suggest that next year the experiment be tried of holding one institute in each school commissioner district in the State, to commence Monday at noon, and continue through Friday evening, and that every effort be exerted to make the gathering so interesting and profitable as to secure the willing and cheerful attendance of all.

Respectfully yours,
A. S. DRAPER,
State Superintendent.

2. REPORTS OF INSTITUTE CONDUCTORS.

REPORT OF DR. JOHN H. FRENCH.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—In compliance with your request I hereby submit a summary of my work for the current year, with remarks and suggestions upon such matters pertaining to educational affairs as my intimate relations to practical school work lead me to consider of importance to the interests of public education in the State.

I. SUMMARY OF WORK.

Sudden and severe illness prevented me from filling appointments made for me in the teachers' institutes in Fulton and Otsego counties. I was also obliged, from sickness, to leave the institute in Richmond county the second day of the session. With these exceptions I have filled all the appointments and performed all the work assigned to me this year. My spring series of institutes, beginning in March and ending the last of June, embraced, in the order here given, the counties of Schuyler, Seneca, Clinton, Broome, Richmond, Yates, Queens, Westchester, Putnam, Essex and Washington; and my fall series, beginning in August and closing at Christmas, were in the counties of Orange, Tompkins, Wyoming, Ontario, Warren, Schenectady, Niagara, Schoharie, Herkimer, Columbia, Rensselaer and Chemung.

At your call I attended two meetings of the institute faculty at the Department—one the week of June 6, to prepare questions for the annual examination of candidates for State certificates; and the other, November 13, to consider the interests of educational affairs in the State. I also attended the annual meeting of the State Association of School Commissioners and Superintendents, at Ithaca, in January; and the annual meeting of the State Teachers' Association, at Niagara Falls, in July.

The travel in connection with my work for the year aggregates about 8,500 miles.

II. THE INSTITUTES OF THE PRESENT YEAR.

1. *Attendance.*—The number of members enrolled in the institutes of this year and also the average daily attendance exceeds that of any previous year. There is little doubt that these results are attributable in a large measure to the requirements of the law

concerning teachers' institutes, commonly known as chapter 340 of the Session Laws of 1885. Notwithstanding the requirements of that law and the penalties attached for non-observance of its requirements, there are some teachers (as well as some trustees) in nearly every county who resort to expedients more ingenious than creditable to evade the law. The teachers who do this are (1) either those who, in their own estimation, cannot be benefited by attending an institute; (2) or those whose sole object in teaching is to obtain money more readily and more easily than they could in any other way, and who, consequently, have no permanent interest in their work. Neither of these two classes of persons would receive much benefit if they were in constant attendance, and the sooner they are exempted from the requirements of the law by being debarred from entering school-rooms as teachers, the better for the interests of all concerned.

2. *Friday afternoon absence.*—In the institutes that I have conducted, the percentage of attendance on the total enrollment has been very high — in most institutes exceeding 90 per cent; but in several counties it has been reduced by the absence of many members from the Friday afternoon sessions. Several instances have come to my knowledge of teachers who have traveled long distances (30 to 60 miles) by stage or private conveyance to attend an institute. Some of these persons necessarily spend two full days or more in travel, and it is practically impossible for them to go to and from the institute and be present the entire session without traveling on the Sabbath. Fortunately the number of teachers who pursue knowledge under such difficulties is not large.

Some members leave the institute at the close of the Friday morning session, because they want a half day for shopping, or visiting, or other private purposes; and they will take the risk of losing a half-day's wages rather than lose the opportunity to use the half-day as they see fit. Some means should be promptly adopted and enforced to check this disregard of the law and the rights of school districts.

3. *Recent changes.*—In my report of last year I discussed some "needed changes in the plans of institutes," and recommended changes as follows:

1st. An institute annually of one week in each commissioner district; or

2d. In every county having more than one commissioner district, an *elementary institute* annually of one week, for the teachers of ungraded schools, or for all teachers holding second and third-grade certificates and unlicensed persons over 16 years old who intend to teach within a year; and an *advanced institute* annually of one week, for the teachers of the graded schools, or for all teachers holding certificates higher than the second grade. In any county having but one commissioner, the teachers of the latter class might attend the advanced institute in an adjoining county; or for those teachers in two or more adjoining counties having but one commissioner district each, hold a joint *advanced institute*; and for the other teachers, hold an elementary institute in each county; or,

3d. In the institute in any county having one or two commissioners, morning sessions — as at present — for all the teachers of the county, and two sessions each afternoon, simultaneously, one for elementary work and the other for advanced work. (See report of Superintendent of Public Instruction for 1886, pages 132, 133.)

4. *District institutes.*—In the fall series of institutes the first of the foregoing plans has been tried in some of the counties having more than one commissioner, and the results have generally been satisfactory.

Most of my institute appointments this year have been in counties having more than one commissioner, and in only one of these counties (Ontario) did I conduct a district institute. Hence, my opportunities for judging of the comparative values of county institutes and commissioner district institutes have been confined entirely (with the one exception above named) to county institutes having one commissioner, and those having more than one. My opinion of the comparative values of the two kinds of institutes, county and district, is decidedly and unqualifiedly in favor of the latter.

A modification of the second plan recommended by me last year was tried in Rensselaer county last month, and the success of the plan was established beyond question. In that institute a joint or general session was held the first hour of each half day, and the exercises were of a character to interest equally the teachers of both graded and ungraded schools. The other two periods of each half-day the teachers of the graded schools of the county met in one section, and the teachers of the ungraded schools met in another, the sections being designated *graded section* and *ungraded section*. The work in each section pertained directly to the wants of the schools represented in the section. The exercises of the evening sessions were of a character to interest the entire institute and such of the general public as could gain admittance to the large audience-room of the church in which the institute was held. An expression of the opinion of the teachers of Rensselaer county concerning this *new departure* in the plan of institutes will be found in the written report of the secretary of the institute, transmitted to you after its close.

From the experience gained in this institute, I feel justified in saying that I regard either the second or third plan recommended by me in my last annual report as much superior to the old plan — of a general session of the institute through the entire week — whether it be a district or a county institute. Further, because (1) of the large number of members of institutes in counties having more than one commissioner district, and the consequently severer labor required of conductors; (2) of the difficulty of finding suitable accommodations for a joint session of the members of an institute in counties having more than one commissioner; and (3) of the ready adaptation of the work to the needs of both graded and ungraded schools. I am convinced that for all the institutes my *second plan* is preferable to either of the others, or to any other that has been recommended or tried.

5. *Local instructors.*— In the institutes in this State, previous to the year 1870, the practice quite generally prevailed of calling upon prominent teachers to conduct some of the exercises, and frequently for one-third to one-half of all the time of an institute (of two weeks) the exercises were in the hands of local talent. The fact that this plan gradually gave place to the one that has more recently prevailed is presumptive proof that the latter plan is better than the former.

There are many teachers in the State who can conduct a few exercises in some department of school work with credit to themselves and profit to an institute. But it is not safe to assume that enough persons can be found in each county or commissioner district to conduct one-half of the exercises to the greatest profit of the teachers of the county.

This old plan has been tried in the fall series of institutes the present year, with results varying widely in excellence. In some instances the work done has been good, in others poor, and in a few positively worthless. The old adage, "It is not safe to uncork a man before you know what is in him" is frequently verified in carrying out this plan. With fair opportunities for members of an institute to ask questions, and express views and opinions upon the matters under consideration, more good will be done, and better satisfaction given by the work of two conductors, with perhaps an occasional exercise from a member of the institute who is known to be capable of giving good instruction in some line of school work than to depend upon local talent to do any considerable part of the work.

Successful teachers have many excellent plans or ways for doing certain kinds of work, and it may be profitable to an institute to have such teachers present these plans. Still, if a person has not carefully prepared himself to present a plan or method, he may totally fail in an attempt, no matter how well he may succeed with his plan in his own school.

To secure the best results in the schools from the work done in the institutes, the instruction in the latter must be the result of large experience and careful study, not only of methods and plans of work, but also of the philosophy of methods; must be simple, plain, direct and practicable, and must commend itself to the good sense of the persons instructed.

In many cases it is better for an instructor to spend all of his time in an institute in discussing one line or department of school work—presenting its philosophy, the best methods based on the philosophy, and details of application of methods to the subject,—than for him to discuss a dozen different topics in a general way in as many different exercises, and fail—as fail he must—in either giving teachers any valuable outlines for work in any one of the subjects he presents, or in giving them hints and suggestions that will lead them to work out plans for themselves.

Pedagogics both as a science and an art has its principles, its laws, its axioms ; its methods, its formulas, its fundamental facts ; and the discussion of some of these in their connected relations to the work of the teacher should occupy a large part of the time of an institute. While I would not underrate nor undervalue the abilities of any teacher in the schools of the State, and while I would cordially favor any plan that shall give to others the valuable thoughts and experiences of all good teachers, I am not prepared to approve of a return to the plans and methods of institute work of twenty years ago as an improvement upon the plans and methods of more recent years.

If, for any good reason, it is desirable to give members of institutes opportunities to conduct exercises or to present their views and methods more fully than they can otherwise do, this object might be accomplished in either of the two following ways :

1. Set apart one hour of each day for work to be done by a member or members of an institute, selected by the commissioner, the subject or topic to be first approved by the principal conductor. The whole time to be occupied with the exercise to be so divided as to give members of the institute opportunities to ask questions and to express their views upon the work presented ; or,

2. Place the evening exercises in the hands of the commissioner who shall arrange, for class exercises, papers and essays to be presented by the members of the institute, and for the discussion, by the members, of suitable questions upon educational matters. In many counties and commissioner districts in which there are teachers' associations, the evening exercises of the institutes are entirely in the hands of these associations, and are a popular and profitable feature of the institutes.

6. *Normal school instructors.*— By reason of the character of the professional work done in the Normal schools, the teachers in those institutions are well qualified to render valuable aid in the institutes. In some of the fall institutes of this year principals and other members of Normal school faculties have been present, and have rendered valuable assistance in the work of instruction. With an experience of six years in Normal schools that sent one or more of their teachers to institutes whenever practicable, I know that both the schools and the institutes derive benefit from this practice. I, therefore, extend a cordial welcome to Normal school instructors at the institutes, and gladly arrange for them to take part in the exercises.

The intimate relations of the work of institutes and Normal schools to the instruction and training of teachers should insure the earnest, cordial co-operation of the Normal schools in the work of the institutes. The presence of a member or members of a Normal school faculty at an institute brings the school prominently before the teachers, and thus exerts an influence favorable to the schools, while instruction given in the institute by a teacher from a Normal school cannot fail to be of value to the public schools.

It would add interest and value to an institute, if a Normal school could be represented three or four days of the week by a member or

members of the faculty, who would conduct an exercise each half day. Such an arrangement would bring the Normal school and the teachers of the public schools nearer to each other, and would cause many of the latter class to attend a Normal school who otherwise would never give a favorable thought to the matter.

The interests of public education in the State require the combined influence of all the agencies that tend to their improvement, and the institutes and Normal schools are among the most important of these agencies.

7. *Trustees' day.* — In recent years some commissioners have attempted to make "*trustees' day*" a prominent feature of the institutes; but the attempt has seldom been entirely successful. In most instances a few trustees have been present on trustees' day; and in one county (Schenectady) at the last institute more than one-half of all the trustees in the county were present. There is no class of persons connected with the educational affairs of the State, who might derive more benefit from a meeting to consider their legal duties, legal rights, and legal responsibilities than the trustees of the public schools. Many times the benefits that might result from the work of an institute are lost to the children of a district from the ignorance of trustees concerning recent improvements in educational methods, and recent changes in educational views.

Teachers return from the institute filled with zeal and inspiration, and determined to do better work than they have ever done before. The introduction into the school of any improved method or any new plan arouses opposition from that class of persons — unfortunately large enough to have one or more representatives in nearly every school district — who "see nothing but good in what is old, and nothing good in what is new" in school work, and who are loud in their denunciations of "these new-fangled notions" obtained at the institute. In such cases a trustee, who is well informed in such matters, would correct the sentiment of the district, and make it possible for the teacher to give improved methods a fair trial, which would commonly produce favorable results. But the home opposition to educational progress practically prevents many teachers from successfully carrying out any plans for the improvement of their schools. A law making it the duty of trustees to be present at the institute one day, and authorizing the payment to them of mileage for such attendance, would do much to secure intelligent co-operation between trustees and teachers.

8. *Teachers' classes.* — The law now requires that teachers' classes in academies and public high schools shall receive instruction for a term of ten weeks "in the science and practice of common school teaching." At the present time more of the special instruction to these classes pertains to the branches or subjects of study than to methods of teaching these subjects. Indeed, there is probably more instruction given in didactics at a teachers' institute of one week than in a teachers' class of one term. Without in any way underestimating the value of the instruction given in teachers' classes, I am

satisfied that the attendance of all the members of a teachers' class, and of the teacher also, at an institute during the entire week would be of much greater value to the members of the class than the instruction they would receive in school for the same time.

Would it not be well to extend the requirements of section 340 of the Laws of 1885 so as to make attendance of teachers and members of teachers' classes compulsory at the institutes?

III. NORMAL INSTITUTES.

The educational statistics of the State for the year 1885 show the following important facts:

| | |
|---|---------|
| Exclusive of cities, the number of teachers employed in the public schools during the year was..... | 23, 169 |
| The number holding Normal school diplomas was..... | 855 |
| The number licensed by the Superintendent of Public Instruction was..... | 476 |
| The number licensed by local officers was... | 21, 838 |
| | <hr/> |
| | 23, 169 |
| The number of normal students in Normal schools was | 2, 471 |
| The number of students in the 143 teachers' classes was..... | 2, 348 |
| The number of members of teachers' institutes was..... | 18, 295 |
| | <hr/> |
| | 23, 114 |
| | <hr/> |

From these statistics it appears that about the same number of persons were employed in teaching as were instructed in the Normal schools, teachers' classes and teachers' institutes.

While those who taught and those who were instructed in didactics were about equal in numbers, the same persons were not in all instances included in both classes. Still, the important fact is here shown, that about the same number of persons receive some professional instruction, year by year, as are employed in the public schools.* Of the 23,114 persons who received instruction in didactics, 2,471, or 10.69 per cent, were students in Normal schools; 2,348, or 10.11 per cent, were members of teachers' classes, and 18,295, or 79.19 per cent, were members of teachers' institutes.

From the foregoing we see (1) that less than one-ninth of all these persons were receiving an extended course of instruction and training in didactics; (2) that less than one-tenth of them were spending a few weeks even in the study of two or more of the subjects taught

* The statistics of 1885 show that 3,612 more teachers were employed in the common schools, not including teachers of city schools, than were enrolled as members of the teachers' institutes.

in the public schools ; and (3) that nearly four-fifths of them received no other instruction than that given at the teachers' institutes in sessions of five days each.

In view of the foregoing facts, would it not be wise for the State to incorporate into her system for preparing teachers for the public schools, short-term training classes or long-term institutes, for the benefit of those young persons who wish to prepare to teach but have not the time and the means to spend even a half year at a Normal school, and who would gladly attend a short-term training class or a normal institute for six or eight weeks, preparatory to assuming the responsible duties of teacher?

In my report for 1883 and in the joint report of the institute conductors for 1884, attention was called to this matter. I regard it as one that is worthy of favorable consideration. In closing my remarks upon it, I take the liberty of quoting briefly from the two reports above mentioned. "To meet the wants of these teachers, normal institutes of four to eight weeks each, might profitably be held in some counties, for a rapid review of subjects of study and for instruction, illustration and practice in the details of school-room work. At least one such normal institute might be held annually in each Normal school district, at a convenient point remote from the Normal school.

"The work to be done at these normal institutes would be previously arranged by the institute instructors and the commissioners and superintendents of the districts respectively ; and would, therefore, approach something like system. The work of each year would supplement that of the preceding year. The length of each annual session would be sufficient for a quite thorough review of at least two or three of the branches of study pursued in the common schools, and for daily instruction in methods of teaching and school management ; with frequent practice in teaching, by members of the institute, under the direction of the institute instructors.

"The persons attending these normal institutes would be chiefly those who have little or no other opportunity for special preparation, either in subjects of study or methods of instruction and school management. Normal institutes of the kind suggested, in connection with county institutes as at present organized and conducted, would, in five years, more than double the efficiency of the teachers of the State, and the good results would directly reach the great mass of children in a large majority of the public schools.

"We are fully convinced that normal institutes on the plan indicated might be profitably added to the agencies now provided by the State for the special preparation of the teachers of the common schools, without in any way interfering with the present organization and management of the county institutes."

IV. TEACHERS' REPORTS IN SCHOOL REGISTERS.

In the report of the Superintendent of Public Instruction for 1885, page 121, the subject of "teachers' records of school work" is pre-

sented. The suggestion is made that "in the school registers hereafter furnished by the State to the school districts, blanks be provided for such term reports of teachers, and that teachers be hereafter required to make a report on such blanks, at the close of the term." In accordance with that suggestion, and at the request of State Superintendent Ruggles, I prepared a blank form for teachers' reports of school work. The blank was approved by Superintendent Ruggles, and it has been inserted in the school registers the last two years.

In my last report (1886, pages 135, 136) I made some suggestions concerning these teachers' reports that, from the results of one year's use of the reports, seemed to me to be important. The experience of a second year fully confirms the importance of those suggestions, and I, therefore, again respectfully submit them for consideration.

These new blanks in the school registers have undoubtedly stimulated large numbers of teachers to do more systematic work, and to do it more thoroughly, than they had previously done. If the report of each term could be placed in the hands of the teacher at the beginning of the subsequent term, the information it contains would enable the teacher to make a great saving in time in organizing and classifying the school, and to advance the pupils much more rapidly in their school course, by starting them in the term's work at the proper starting points, *i. e.*, at the places at which they are, respectively, prepared to begin.

But the register of the last term of a school year is not readily accessible to a teacher at the beginning of the first term of the next school year. Hence, the value above mentioned is diminished or lost to the school the first term of the succeeding year. In view of this fact, the following suggestions are made :

1. Omit from the registers the blanks for teachers' reports of class work, and supply each school district with a separate book of blanks sufficient in number to last, say three years.

2. Require each teacher to make a report at the close of each term, in this report-book, the same as is now required in the registers, and to leave the book with the trustees or with the district clerk.

3. Require the teacher at the beginning of the next term, to procure this book from the proper custodian, to return it to him for safe-keeping after three weeks, and to obtain it again at the close of the term for making the term report. This, or some similar plan, would greatly increase the value of these permanent records, as they would be accessible to the teacher and to the inhabitants of the district at any time, and would tend to secure correct and reliable reports from teachers, of the work done by them.

V. UNIFORM EXAMINATIONS OF TEACHERS.

In the joint report of the institute faculty, made to the Superintendent of Public Instruction in December, 1884, the subject of uniform examinations of teachers was quite fully discussed, and the details of a plan for accomplishing this important object were

therein suggested and elaborated. (See report of 1885, pages 124-129.) While that plan may not be the best that can be devised, the additional experience of two years since that report was written has strengthened my convictions that the welfare of the schools and of the community, the good name of the Department of Public Instruction, and the dignity of the State, all demand a change that will fill our schools with approximately qualified teachers, and will exert a constant pressure in the direction of better qualifications.

VI. COURSE OF STUDY FOR UNGRADED SCHOOLS.

In my last report I presented a few facts concerning a course of study for ungraded schools, and referred to the action on the subject recently taken in a few counties of this State. The value of a uniform course of study for all the ungraded schools of a county cannot be over-estimated, nor can it be fully appreciated without a trial. In a large number of counties of some other States such courses of study were prepared and adopted several years ago, and are now as fully recognized and followed as are the courses of study for the graded schools. It is needless to say that in those counties the ungraded schools are much superior to those in counties without courses of study.

In most of the States, the subjects of study to be pursued in the common schools are prescribed by law. But a list of the subjects of study to be pursued in the schools of a State does not constitute a course of study for the schools of the State. The list of subjects contains merely the names of the studies that may be pursued in the schools, at the discretion of the teacher and parent, or the preference or caprice of the pupil. A course of study means much more than this. It not only names the subjects which are to be studied, but it prescribes the work to be accomplished in each study, by each class in the school, for each month and term of the year; and it may also include directions and suggestions to the teacher, upon both the matter and method of instruction.

In each city and in nearly every large village of the State, the schools are organized under one school board. A carefully prepared course of study is prescribed, which marks out the work to be accomplished by each pupil, each term, from the time he enters until he leaves the school. In other words, the schools in our cities and nearly all our large villages are graded. But the common schools of the country are with few exceptions ungraded.

It is a conceded fact that graded schools are much superior to ungraded schools. This superiority is due quite as much to the course of study prescribed for the former, as to any other cause.

A visit to any one of a large majority of the ungraded schools in the State on the first day of a term will convince a thinking observer that the teacher is beginning a work without any definite plan in mind, with but little, if any, regard to the work done by former teachers, and with very imperfect ideas of the real work of teaching.

At the beginning of a term of school the teacher who has a just appreciation of the work to be accomplished during the term will ascertain, by examination, the advancement each pupil has made in his studies, and the classification of the school at the close of the previous term; and then commence the work of the term by assigning lessons with reference to the advancement of the pupils in their several studies, giving each pupil to understand that if, after a fair trial, he is found incompetent to do the work of the class in which he is placed, he will be put into such class or classes as he is prepared to enter.

But this is not usually the course pursued. No attention is given to the advancement pupils have made in their studies, nor is any credit given for work done by former teachers, as is shown by the almost universal fact that each new teacher requires each class, at the opening of the term, to begin at the beginning of the text-book. No examination of pupils is made by most teachers at the beginning of the term, about the only questions asked being "What book do you read in?" And "What are you going to study this term?" During the term, classes in any subject which they had studied previously will advance a few pages beyond the point reached the previous term, and another term they are required to begin at the beginning of the book, and go over the subject again; and this is the process term after term, little progress being made by the pupils in their studies from year to year, little symmetrical development of mind secured, and little knowledge acquired that will be of value to them in after life.

In October I met the school commissioners of Rensselaer county, at their request, to aid them in preparing a course of study for the ungraded schools of the county. Taking as a basis a course of study for ungraded schools — prepared by the educational council of Onondaga county — and some other courses that have borne the test of trial, a course was prepared and printed. At the county institute held in Greenbush last month printed copies of this course of study were distributed to all the members of the institute; and most of the time in the *ungraded section* of the institute was devoted to explaining plans of work, and methods of procedure in classifying and conducting the ungraded schools of the county in conformity to this course of study.

Under the judicious direction of School Commissioners Parsons and Miller, with the hearty co-operation already pledged of the intelligent teachers of the ungraded schools, I feel confident that this experiment in Rensselaer county will be successful.

VII. SCHOOL APPARATUS.

The skilled workman in any art or trade takes just pride in the implements, machines, and tools he uses, as well as in his handiwork. The teacher who has the appliances essential to doing the best work

in the shortest time takes an interest and a satisfaction in the work of instruction to which the teacher in a school destitute of these appliances is a stranger.

Every school-room should have abundant good blackboard, with good crayons, erasers, measures (yard-stick and foot-rule), and pointers; also wall maps of county, State, country, the continents, and the world, and a good globe. An unabridged dictionary should be found on every teacher's desk, and a good supply of appliances for primary work in reading, writing, drawing, and number should be at hand for ready use. At the beginning of a term the trustee should supply the teacher with stationery, including pens, ink, writing paper and manilla paper (the latter in a roll or in large sheets), slates and slate-pencils, enough of each for the use of the school for the term. With school-room thus equipped the district may reasonably demand good results of the teacher; and any teacher failing to show good results, under these conditions, is unworthy of the profession or calling.

Section 1 of chapter 292 of the Session Laws of 1886 provides that trustees "may expend in the purchase of dictionary, maps, globes, or other school apparatus, a sum not exceeding \$15 in any one year," at the expense of the district without a vote of the district at a district meeting.

A judicious expenditure of \$15 annually makes it possible in a few years to supply a school-room with all needed apparatus and standard books of reference, and to keep the same in good condition for use. The present law, above quoted, should be supplemented with an act requiring the trustees to include in their annual reports to commissioners, a schedule of all apparatus and books of reference belonging to the district, and a statement of the condition and value of the same; and the lack of a sufficient quantity of such property in good condition for use, to meet the needs of the school should be deemed sufficient cause for withholding the public money from the district.

VIII. TEACHERS' CONTRACTS.

Comparatively few written contracts are made between trustees and teachers. Lack of definite understanding of details of verbal contracts, and different construction of such contracts by the contracting parties, often result in bitter hostility and legal controversy. Most of the teachers of the public schools are young and have little knowledge of law, of business papers, or of the value of written contracts. Anxious to secure engagements to teach, and regarding trustees as honest and just men who will always do right, they fail or neglect to make contracts that will afterward be interpreted or understood alike by the trustees and themselves; and this loose, unbusiness-like way of making contracts often costs them a part of their hard earned wages, or compels them to resort to the law to obtain what they regard as their just dues according to their understanding of the contract or agreement between the trustees and themselves.

If the law required that all contracts between teachers and trustees should be in accordance with a certain prescribed form, blanks for which should be furnished to trustees, and that these contracts should be signed by all the contracting parties, the source and cause of innumerable controversies, suits at law, and applications to the Superintendent of Public Instruction for opinions, and appeals to him for decisions would be removed.

I respectfully suggest that, in the school registers for coming years (until the law shall prescribe an effectual barrier against verbal contracts), printed blanks in duplicate — for contracts between trustees and teachers — be inserted; and that in these blanks the teacher shall state the grade, date, and time of expiration of his certificate. In a circular of information to commissioners, trustees, and teachers, and in the instructions to trustees and teachers in the school registers, attention should be called to these printed blanks for contracts, and all parties concerned should be advised to use them in making contracts.

IX. DISCHARGING TEACHERS.

Some trustees, ignorant of the extent of their legal powers in such matters, dismiss teachers for no other cause or reason than dissatisfaction in the district, or personal dislike of the teacher, or disapproval of his methods of teaching or his manner of conducting the schools. In most instances of this kind the teacher is clearly in the right and the trustee is clearly in the wrong. If the law required the concurrent action of the commissioner and the trustee, in dismissing a teacher, and closing a school, few cases of injustice either to the teacher or the school would be likely to occur.

CONCLUSION.

Great changes are taking place in our school system. In many important respects the public schools are better than they ever were before, in some respects they are no better, and in some they are not as good. While change is not always improvement, there can be no improvement without change.

The suggestions and recommendations contained in this report are offered with the sole desire to promote the efficiency of the public schools of the State.

In closing this report I wish to express to all officially connected with the Department of Public Instruction sincere thanks for the many courtesies extended to me the present year.

Very respectfully,

JOHN H. FRENCH,

Conductor of Teachers' Institutes.

ROCHESTER, *December*, 1886.

REPORT OF PROF. HENRY R. SANFORD.

HON. A. S. DRAPER,

Superintendent of Public Instruction :

SIR. — During the year ending December 31 my institutes have been in the following counties :

Albany, Chemung, Columbia, Delaware (twice), Dutchess, Erie, Jefferson (twice), Kings, Lewis (twice), Livingston, Madison, Montgomery, Onondaga (four times), Ontario, Otsego, Rensselaer, Rockland, Steuben, St. Lawrence (twice), Wayne (twice).

DISTRICT INSTITUTES.

All the spring institutes were for a whole county, and were very large. At Watertown 521 teachers were registered. Such gatherings are mass meetings — too large to be accommodated in any room at our command, and the number is too great for effective work. While general inspiration may result from such meetings, the individual benefit to the teachers is found to be much greater from district institutes which reach more localities, and are often held in smaller towns, thus influencing more people who are taking an increased interest in this work.

ONE INSTITUTE A YEAR.

In view of the severe tax upon so many poorly paid teachers, and the loss of time to the closed schools, I urged in my last report that each county hold but *one* institute during the year. I believe that this rule ought to be *invariable*.

INSTRUCTORS — STATE AND NORMAL.

The change whereby the Department sends but one instructor is producing good results. The Normal schools have frequently sent a member of their faculties, who has given excellent instruction and an evening lecture, thus bringing the Normal schools into direct contact and harmony with the teachers of the other schools. This service has been willingly rendered, and is highly satisfactory to all concerned, but it does not seem advisable that more than one Normal school should send help to the same institute.

LOCAL INSTRUCTORS.

Many valuable exercises have also been given by persons teaching in the district. Not only have they done good work, but all the teachers have realized that they were represented in the instruction given.

Some commissioners did not succeed in securing any exercises from their teachers, while others had enough to occupy half the time. During the latter part of the week, however, after the nature of the

work had been seen, there was a greater willingness to engage in it. Hereafter there will be no serious difficulty in this matter.

INSTRUCTION GIVEN.

Since the teaching force of the State so rapidly changes, it becomes necessary to devote a large part of the time to the consideration of subjects pertaining to elementary schools, yet the principles involved in these apply equally to the higher. Still some portion of the time is devoted specifically to advanced subjects.

I have frequently given illustrative lessons to classes of children before the teachers, who are thereby shown that the methods presented are practical.

While it is important to present fundamental principles, yet we must give details of methods if we expect them to be put into practice. If, however, teachers spend a large portion of their time copying out tabular views from the blackboard, they will lose much of the general grasp of the discussion. To remedy this difficulty full-printed notes of some of my work are given to the teachers. This plan has met with universal approval.

QUESTIONS ANSWERED.

Questions from the teachers are everywhere invited, and they are frequently asked during the exercises. In addition to these, a half hour before the evening lecture is specially devoted to answering queries pertaining to school work in general. This has become an important and valuable feature. The aim is to make the evening exercises of such a character as to interest the general public as well as the teachers, and to awaken an earnest sentiment in favor of sound popular education.

RECESSES.

Our somewhat peculiar plan of giving two recesses of fifteen minutes each during each half day is very beneficial. Needed rest is thus given to the teachers, and greater attention secured to the work. These occasions are improved by many in asking questions of the instructors, suggested during the exercises, or growing out of their school-room experience. Special difficulties are thus presented, and often important aid is given.

PROFESSIONAL READING.

There continues considerable interest in the reading of professional books and educational papers, but many teachers do not avail themselves of these important aids.

TRUSTEES AT INSTITUTES.

Trustees need the benefits of the institutes quite as much as the teachers, and one day in the week ought to be known as trustees' day, and every trustee within the commissioner district should be

notified, and urged to attend. Special exercises adapted to their needs should be arranged for that day. Proper efforts would doubtless secure a large attendance.

DIVIDING INTO SECTIONS.

No system of dividing an institute into sections seems to have ever been successful and satisfactory. Teachers of every grade are interested in any discussion which is proper for such an occasion. I believe that any plan of conducting an institute in sections will in the future, as in the past, prove a failure, and will be abandoned.

EXAMINATIONS AT INSTITUTES.

The presence of persons who have not sufficient scholarship to enable them to pass a fair examination is not desirable ; they cannot appreciate the work. Some seem to attend with the forlorn hope that they may thereby become able to pass the commissioner's examination ; in this they are of course disappointed. The rule forbidding all examinations during the institute is producing good results, and it would, I think, be well to extend it to the Saturday following. Teachers who are to be examined on that day frequently spend much of their time during the week in special preparation for the examination, and after a week's attendance at an institute, teachers are more exhausted than after teaching the same time ; it is, therefore, unjust to demand examinations at that time. The work of the institute ought to receive the entire attention of every member. Besides, on such occasions, so many candidates are massed together as to render a reliable examination almost impossible.

SCHOOL BUILDINGS.

In many localities the condition of the school buildings and grounds is a disgrace to the State, and very many of the out-buildings—I fear a majority—are too vile for description. The increasing popular interest in institutes will doubtless tend to arouse the people to the importance of these matters, but decided legislative action alone can fully remedy the condition of the out-buildings connected with our schools.

LICENSING TEACHERS.

For a number of years it has been apparent that a plan of examining and licensing teachers uniform throughout the State was imperatively demanded. In some counties persons utterly unqualified to teach have been licensed in large numbers, while in an adjoining county a high standard has been maintained, but the result in the latter case has too often been the loss of the commissioner's official head at the expiration of his term of office. From the employment of incompetent teachers thousands of children are deprived of proper instruction, and are compelled to waste precious years beyond the possibility of recovery.

Our State educational associations have repeatedly asked for a system of State examinations similar to those in operation in several other States. I am, therefore, glad to report that I find a renewed and widespread interest in favor of State examinations. If adopted and carried out, incalculable benefits will accrue to the schools and the teachers.

TOWNSHIP SYSTEM.

Next in importance to uniform examinations of teachers, is the question of districts. Our small, weak districts constitute one of the greatest hindrances in our educational system. They have been abandoned in several States with marked success. Each town outside of large villages should have but one board of education, the members of which are elected on one *general* ticket for three years — the terms of office of one-third expiring annually. This election should, however, not be at the regular town meeting.

APPROVAL OF INSTITUTES.

A very gratifying feature is the almost universal approval of the institutes by the teachers of the best education and the most successful experience, which is frequently attested by letters received after the close of the institute.

The teachers in all parts of the State have hailed your many visits to the institutes with great pleasure, and your addresses to them have stimulated and encouraged them to better work.

CONCLUSION.

In closing this report, permit me to express my sincere thanks for the great assistance and uniform courtesy which I have received from you, your deputy, Hon. Charles R. Skinner, and all connected with the Department of Public Instruction.

Sincerely yours,

HENRY R. SANFORD,
Conductor of Teachers' Institutes.

SYRACUSE, *December*, 1886.

REPORT OF PROF. SAMUEL H. ALBRO.

HON. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—In compliance with your request, I herewith submit a report of my work to December 1 of the present year.

Since entering upon the duties of my office last March I have attended 21 institutes in 19 counties. Upon this short term of service and limited experience I base the following brief report :

DISTRICT INSTITUTES.

The plan of holding institutes in separate commissioner districts, adopted since the beginning of your administration, has resulted in marked improvements in many ways. In place of a mass meeting that could hardly be crowded into a large hall, we now have a company of teachers, convenient to organize and easy to instruct. With such an institute we can introduce class exercises and school-room methods generally; such work is incomparably better than an unbroken series of lectures from Monday until Friday. In such meetings, also, the teachers much more generally and freely take part in the discussions, and this is most desirable.

CO-OPERATION OF NORMAL SCHOOL FACULTIES AND OTHER PROMINENT TEACHERS IN THE NEIGHBORHOOD.

Experience has demonstrated the wisdom of your plan of enlisting the prominent teachers of the district in which each institute is held, and of some neighboring Normal school, as assistant instructors and lecturers at the institutes. The work of such teachers has been, in the main, practical and good, in some cases excellent; the programmes contain by this means a greater variety of exercises than formerly, and the teachers are coming more and more to feel that the institute is theirs, since they can contribute to its interest, and share the responsibility of its success. There is reason to hope also that this plan of working together will lead to a more general recognition of the intimate relation that exists between the teachers' institutes and the Normal schools. Furthermore, judging from my own experience, I venture to say that the benefits derived from this co-operative system do not flow altogether toward the institutes, but that the teachers thus engaged at the institutes return to their schools benefited by the experience.

CERTIFICATES OF ATTENDANCE.

The new method of keeping the record of attendance, by means of certificates by which the teachers certify as to their attendance at each exercise, has effected a most desirable change where a change was greatly needed. The plan seems to me as good as can be devised. I doubt if any further improvement in regularity and punctuality of attendance can be made, except by elevating the character of the teachers who attend the institutes. Careless and irresponsible conduct, so far as we now have to contend with it, seems to be confined chiefly to a class of persons mentally and morally unfit to be teachers.

INCOMPETENT TEACHERS.

A teachers' institute, perfectly conducted, and supplied with the best instructors the State can furnish, will still fail to accomplish any good results with a certain class of teachers represented at all

our institutes. This class comprises something like one-fourth of all the teachers enrolled. They generally hold a third grade license. Such a certificate often signifies that the bearer is not only deficient in education, but is also lacking the mental capacity, or the ambition properly to fit himself for the work he pretends to do. It is among the teachers of this class that we look for irregularity of attendance, and lack of interest and attention at the exercises of the institute. One may as well try to draw a chalk-line in the air as to make any good impression upon the minds of such persons. They ought to be sifted out from among respectable and qualified teachers. We need a higher standard for licensing, and a better system of examination for teachers. I confidently hope that the system of uniform examination which you purpose to inaugurate will bring a remedy to this evil.

SEPARATE DISTRICTS FOR INSTITUTE INSTRUCTORS.

I shall conclude with one proposition of the nature of a recommendation. Experience has shown me that I can labor to the best advantage with those with whom I am best acquainted. I believe, if I were to have a certain suitable number of commissioner districts set apart for my special field of labor, which I could visit periodically and regularly, instead of going to all parts of the State, I could become so well acquainted with commissioners and teachers as greatly to increase the effectiveness of my work. I would, therefore, respectfully submit for your consideration the question whether it would not be an improvement on our present system to divide the State into districts, and assign an institute instructor to each district as his special field of operation.

Yours very respectfully,

S. H. ALBRO,

Conductor of Teachers' Institutes.

FREDONIA, *December*, 1886.

3. STATISTICAL TABLES.

LIST OF TEACHERS' INSTITUTES HELD DURING 1886.

| COUNTIES. | Place. | Conductor. | Associate. | Date. |
|--------------------|---------------------|---------------------|----------------------|----------|
| Albany | South Bethlehem... | Samuel H. Albro... | Henry R. Sanford.. | May 30 |
| Allegany | Angelica | Charles T. Barnes.. | A. P. Chapin..... | Oct. 25 |
| Broome..... | Binghamton | John H. French.... | George Griffith.... | April 5 |
| *Cattaraugus..... | Little Valley..... | Charles T. Barnes.. | Emmet Belknap... | Nov. 15 |
| *Cattaraugus..... | Franklinville..... | Charles T. Barnes.. | Emmet Belknap.... | Nov. 22 |
| *Cayuga | Port Byron | Samuel H. Albro... | ..... | Oct. 25 |
| *Cayuga | Moravia | Samuel H. Albro... | ..... | Nov. 1 |
| *Chautauqua | Mayville..... | Samuel H. Albro... | ..... | Nov. 29 |
| *Chautauqua | Forestville..... | Samuel H. Albro... | ..... | Dec. 6 |
| Chemung | Horseheads..... | Henry R. Sanford.. | A. W. Norton..... | June 21 |
| Chemung | Horseheads..... | John H. French.... | ..... | Dec. 20 |
| *Chenango | Norwich..... | Charles T. Barnes.. | ..... | Oct. 4 |
| *Chenango | Oxford | Samuel H. Albro... | ..... | Oct. 11 |
| Clinton..... | Plattsburgh | John H. French.... | Samuel H. Albro... | Mar. 29 |
| Columbia..... | Chatham | Samuel H. Albro... | Henry R. Sanford.. | May 31 |
| Columbia..... | Philmont | John H. French.... | Charles T. Barnes.. | Nov. 1 |
| Cortland..... | Cortland..... | Samuel H. Albro... | Charles T. Barnes.. | Aug. 30 |
| *Delaware | Delhi | Henry R. Sanford.. | ..... | Aug. 30 |
| *Delaware | Walton | Henry R. Sanford.. | Charles T. Barnes.. | Sept. 6 |
| Dutchess | Poughkeepsie | Henry R. Sanford.. | Charles T. Pooler.. | May 17 |
| Eric | Clarence..... | Henry R. Sanford.. | Charles T. Pooler... | Mar. 8 |
| *Erie | Akron | Charles T. Barnes.. | Isaac H. Stout | Dec. 20 |
| Essex | Elizabethtown..... | John H. French.... | Charles T. Barnes.. | May 24 |
| Franklin..... | Malone | Samuel H. Albro... | L. B. Newell.... | Sept. 13 |
| Fulton | Gloversville..... | O. D. Robinson | Emmet Belknap.... | June 28 |
| Genesee | Batavia..... | Charles T. Barnes.. | Isaac H. Stout..... | Oct. 11 |
| Greene..... | Cairo | Charles T. Barnes.. | Emmet Belknap.... | Nov. 1 |
| Herkimer..... | Herkimer | John H. French.... | Jas. H. Hoose..... | Oct. 25 |
| Jefferson | Watertown..... | Henry R. Sanford.. | Samuel H. Albro... | Mar. 15 |
| *Jefferson | Antwerp..... | Samuel H. Albro... | ..... | Sept. 27 |
| *Jefferson | Adams | Henry R. Sanford.. | ..... | Oct. 4 |
| *Jefferson | Clayton..... | Emmet Belknap... | J. H. Hoose..... | Oct. 11 |
| Kings..... | East New York..... | Henry R. Sanford.. | Jonathan Tenney... | April 26 |
| *Lewis..... | Lowville | Henry R. Sanford.. | ..... | Oct. 11 |
| *Lewis..... | Martinsburgh | Henry R. Sanford.. | ..... | Oct. 18 |
| Livingston..... | Mt. Morris..... | Henry R. Sanford.. | Charles T. Barnes.. | May 10 |
| Madison | Oneida..... | Henry R. Sanford.. | Charles T. Pooler... | May 24 |
| *Monroe..... | Spencerport | Samuel H. Albro... | A. P. Chapin..... | Dec. 20 |
| Montgomery..... | Canajoharie | Henry R. Sanford.. | L. B. Newell..... | Dec. 20 |
| Niagara | Lockport | John H. French.... | L. B. Newell..... | Oct. 11 |
| Oneida..... | Rome..... | Samuel H. Albro... | C. D. Larkins..... | April 12 |
| | | | L. B. Newell..... | |
| Onondaga | Baldwinsville | Henry R. Sanford.. | Charles T. Barnes.. | Mar. 29 |
| *Onondaga | Onondaga Valley... | Henry R. Sanford.. | ..... | Sept. 20 |
| *Onondaga | Fayetteville..... | Henry R. Sanford.. | ..... | Oct. 25 |
| *Onondaga | Liverpool | Henry R. Sanford.. | ..... | Dec. 6 |
| *Ontario..... | Geneva | Henry R. Sanford.. | Emmet Belknap.... | Sept. 13 |
| *Ontario..... | Canandaigua..... | John H. French.... | Chas. D. McLean .. | Sept. 20 |
| Orange | Newburgh..... | John H. French.... | L. B. Newell..... | Aug. 30 |
| Orleans | Albion | Emmet Belknap.... | ..... | Oct. 25 |
| Oswego | Phoenix | Samuel H. Albro... | Chas. D. Larkins.. | May 24 |
| Otsego..... | Cooperstown..... | Henry R. Sanford.. | Samuel H. Albro... | Aug. 16 |
| Putnam | Lake Mahopac..... | John H. French.... | Samuel H. Albro... | May 17 |
| Queens | Hempstead..... | John H. French.... | Ruggles E. Post.... | May. 3 |
| Rensselaer..... | Greenbush..... | John H. French.... | Henry R. Sanford.. | Nov. 15 |
| | | | Samuel H. Albro.. | |
| Richmond | Stapleton | John H. French.... | Charles T. Barnes.. | April 12 |
| Rockland | Nyack | Henry R. Sanford.. | A. F. Onderdonk... | Mar. 22 |
| St. Lawrence | Norwood..... | Henry R. Sanford.. | Ruggles E. Post.... | April 12 |
| *St. Lawrence..... | Massena..... | Henry R. Sanford.. | ..... | Nov. 8 |
| Saratoga | Saratoga Springs... | Charles T. Barnes.. | Isaac H. Stout..... | Nov. 29 |
| Schenectady..... | Schenectady..... | John H. French.... | L. B. Newell..... | Oct. 4 |
| Schoharie | Middleburgh | John H. French.... | Emmet Belknap.... | Oct. 18 |
| Schuyler..... | Watkins | John H. French.... | A. W. Norton..... | Mar. 15 |
| Seneca | Farmer Village..... | John H. French.... | Samuel H. Albro... | Mar. 22 |
| *Steuben | Hornellsville..... | Charles T. Barnes.. | Isaac H. Stout..... | Oct. 18 |
| *Steuben | Bath | Henry R. Sanford.. | ..... | Nov. 29 |
| Suffolk | Greenport | Samuel H. Albro... | Jonathan Tenney... | April 19 |
| Sullivan | Liberty..... | Samuel H. Albro... | Charles D. Larkins. | Oct. 18 |
| Tioga | Owego..... | Samuel H. Albro... | Charles D. Larkins. | June 21 |
| Tompkins | Ithaca..... | John H. French.... | Emmet Belknap.... | Sept. 6 |

* District Institutes.

LIST OF TEACHERS' INSTITUTES HELD DURING, 1886 — (*Continued*).

| COUNTIES. | Place. | Conductor. | Associate. | Date. |
|----------------------|-------------------|--------------------|---------------------|----------|
| Ulster | Kingston... .. | Samuel H. Albro... | Eugene Bouton..... | Oct. 4 |
| Warren..... | Glens Falls | John H. French.... | ..... | Sept. 27 |
| Washington | Cambridge..... | John H. French.... | Charles T. Barnes.. | June 21 |
| Wayne | Newark.. .. | Samuel H. Albro... | Henry R. Sanford.. | April 5 |
| *Wayne..... | Clyde... .. | Henry R. Sanford.. | ..... | Sept. 27 |
| Westchester | Peekskill | John H. French.... | Samuel H. Albro... | May 10 |
| Wyoming..... | Warsaw | John H. French.... | Charles T. Barnes.. | Sept. 13 |
| Yates | Penn Yan..... | John H. French.... | Charles T. Barnes.. | April 26 |

* District Institutes.
Total expense of Teachers' Institutes for the year, \$18,986.95.

TABLE SHOWING ATTENDANCE AT TEACHERS' INSTITUTES FOR 1886.
Spring Institutes.

| COUNTIES. | Place of Meeting. | Date of beginning. | TEACHERS IN ATTENDANCE. | | | AVERAGE DAILY ATTENDANCE. | | | Aggregate number of days' attend- ance. | AVERAGE TERMS TAUGHT BY TEACHERS. | | |
|------------------|----------------------|--------------------|----------------------------|----------|--------|------------------------------|----------|--------|---|---|----------|--------|
| | | | Males. | Females. | Total. | Males. | Females. | Total. | | Males. | Females. | Total. |
| | | | | | | | | | | | | |
| Albany..... | South Bethlehem..... | May 3 | 35 | 113 | 148 | 30 | 96 | 126 | 626 | 9 | 8 | 9 |
| Broome..... | Binghamton..... | April 5 | 54 | 232 | 286 | 38 | 187 | 225 | 1,123 | 4 | 4 | 4 |
| Chemung..... | Horseheads..... | June 21 | 45 | 197 | 242 | 31 | 176 | 207 | 1,034 | 9 | 7 | 7 |
| Clinton..... | Plattsburgh..... | March 29 | 74 | 259 | 333 | 48 | 198 | 246 | 1,232 | 7 | 7 | 7 |
| Columbia..... | Chatham..... | May 31 | 75 | 199 | 274 | 57 | 161 | 218 | 1,087 | 12 | 9 | 9 |
| Dutchess..... | Poughkeepsie..... | May 17 | 53 | 217 | 270 | 48 | 205 | 253 | 1,267 | 23 | 10 | 13 |
| Erie..... | Clarence..... | March 8 | 76 | 142 | 218 | 63 | 121 | 184 | 922 | 6 | 6 | 6 |
| Essex..... | Elizabethtown..... | May 24 | 33 | 220 | 253 | 33 | 219 | 252 | 1,263 | 10 | 8 | 9 |
| Fulton..... | Gloversville..... | June 28 | 34 | 138 | 172 | 25 | 104 | 129 | 645 | 9 | 8 | 8 |
| Jefferson..... | Watertown..... | March 11 | 114 | 403 | 517 | 85 | 289 | 374 | 1,869 | 5 | 5 | 5 |
| Kings..... | East New York..... | April 26 | 25 | 88 | 113 | 23 | 84 | 107 | 537 | 34 | 20 | 15 |
| Livingston..... | Mount Morris..... | May 10 | 25 | 198 | 223 | 16 | 166 | 182 | 908 | 6 | 7 | 7 |
| Madison..... | Oneida..... | May 24 | 28 | 253 | 281 | 26 | 233 | 259 | 1,294 | 10 | 7 | 6 |
| Oneida..... | Rome..... | April 12 | 60 | 360 | 420 | 33 | 243 | 276 | 1,381 | 9 | 5 | 6 |
| Onondaga..... | Baldwinsville..... | March 29 | 68 | 270 | 338 | 48 | 225 | 273 | 1,364 | 10 | 7 | 8 |
| Oswego..... | Phenix..... | May 24 | 47 | 344 | 391 | 39 | 331 | 370 | 1,852 | 9 | 6 | 6 |
| Putnam..... | Lake Mahopac..... | May 17 | 19 | 61 | 80 | 17 | 55 | 72 | 361 | 21 | 14 | 16 |
| Queens..... | Hempstead..... | May 3 | 48 | 183 | 231 | 32 | 129 | 160 | 807 | 26 | 13 | 16 |
| Richmond..... | Stapleton..... | April 12 | 30 | 89 | 119 | 29 | 89 | 118 | 589 | 33 | 16 | 20 |
| Rockland..... | Nyack..... | March 22 | 30 | 60 | 90 | 28 | 54 | 82 | 409 | 17 | 12 | 14 |
| St Lawrence..... | Norwood..... | April 12 | 56 | 306 | 362 | 33 | 240 | 273 | 1,364 | 7 | 6 | 6 |
| Schuyler..... | Watkins..... | March 15 | 74 | 148 | 222 | 53 | 124 | 177 | 888 | 4 | 5 | 5 |
| Seneca..... | Farmer Village..... | March 22 | 48 | 130 | 178 | 34 | 102 | 136 | 680 | 9 | 7 | 8 |
| Suffolk..... | Greenport..... | April 19 | 50 | 158 | 208 | 42 | 143 | 185 | 926 | 15 | 10 | 11 |
| Tioga..... | Owego..... | June 21 | 39 | 230 | 269 | 32 | 208 | 240 | 1,202 | 6 | 6 | 6 |
| Washington..... | Cambridge..... | June 21 | 59 | 330 | 389 | 41 | 288 | 329 | 1,644 | 8 | 8 | 8 |
| Wayne..... | Newark..... | April 5 | 95 | 242 | 337 | 74 | 204 | 278 | 1,391 | 8 | 3 | 5 |
| Westchester..... | Peekskill..... | May 10 | 54 | 250 | 304 | 49 | 225 | 274 | 1,374 | 23 | 13 | 15 |
| Yates..... | Penn Yan..... | April 26 | 12 | 134 | 146 | 10 | 119 | 129 | 649 | 11 | 6 | 7 |
| | | | 1,460 | 5,954 | 7,414 | 1,117 | 5,018 | 6,135 | 30,688 | .... | .... | .... |

TABLE SHOWING ATTENDANCE AT TEACHERS' INSTITUTES FOR 1886.
Full Institutes.

| COUNTIES. | Place of meeting. | Date of beginning. | TEACHERS IN ATTENDANCE. | | | AVERAGE DAILY ATTENDANCE. | | | Aggregate number of days' attendance. | AVERAGE TERMS TAUGHT BY TEACHERS. | | |
|-------------------|----------------------|--------------------|-------------------------|----------|--------|---------------------------|----------|--------|---------------------------------------|-----------------------------------|----------|--------|
| | | | Males. | Females. | Total. | Males. | Females. | Total. | | Males. | Females. | Total. |
| | | | | | | | | | | | | |
| Allegany | Angelica..... | October 25 | 84 | 249 | 333 | 79 | 245 | 324 | 1,626 | 7 | 5 | 12 |
| Cattaraugus | Little Valley..... | November 15 | 55 | 144 | 199 | 52 | 136 | 188 | 939 | 6 | 8 | 14 |
| Cattaraugus | Franklinville | November 22 | 50 | 172 | 222 | 47 | 150 | 197 | 984 | 8 | 8 | 16 |
| Cayuga | Port Byron | October 25 | 51 | 125 | 176 | 40 | 106 | 146 | 730 | 6 | 6 | 12 |
| Cayuga | Moravia | November 1 | 60 | 107 | 167 | 49 | 96 | 145 | 724 | 7 | 7 | 14 |
| Chautauqua | Mayville | November 29 | 56 | 143 | 199 | 50 | 130 | 180 | 902 | 9 | 7 | 16 |
| Chautauqua | Forestville..... | December 6 | 64 | 147 | 211 | 60 | 142 | 202 | 1,010 | 4 | 4 | 8 |
| Chemung, | Horseheads..... | December 20 | 58 | 174 | 232 | 56 | 168 | 224 | 1,122 | 9 | 6 | 15 |
| Chenango..... | Norwich .. | October 4 | 57 | 169 | 226 | 49 | 156 | 205 | 1,027 | 3 | 4 | 7 |
| Chenango | Oxford | October 11 | 42 | 126 | 168 | 34 | 108 | 142 | 714 | 4 | 6 | 10 |
| Columbia | Philmont | November 1 | 63 | 136 | 199 | 60 | 128 | 188 | 938 | 12 | 9 | 21 |
| Cortland..... | Cortland..... | August 30 | 67 | 152 | 219 | 46 | 111 | 157 | 782 | 5 | 5 | 10 |
| Delaware | Delhi | August 30 | 63 | 118 | 181 | 50 | 98 | 148 | 744 | 6 | 7 | 13 |
| Delaware | Walton | September 6 | 87 | 238 | 325 | 62 | 182 | 244 | 1,221 | 6 | 8 | 14 |
| Erie | Akron | December 20 | 49 | 77 | 126 | 42 | 68 | 110 | 552 | 6 | 6 | 12 |
| Franklin | Malone | September 13 | 40 | 233 | 273 | 30 | 186 | 216 | 1,083 | 2 | 8 | 10 |
| Genesee..... | Batavia..... | October 11 | 63 | 118 | 181 | 48 | 106 | 154 | 766 | 8 | 7 | 15 |
| Greene | Cairo | November 1 | 65 | 128 | 193 | 43 | 112 | 155 | 778 | 10 | 8 | 18 |
| Herkimer | Herkimer | October 25 | 90 | 228 | 318 | 76 | 204 | 280 | 1,400 | 9 | 9 | 18 |
| Jefferson..... | Antwerp..... | September 27 | 34 | 102 | 136 | 30 | 93 | 123 | 618 | 3 | 7 | 10 |
| Jefferson..... | Adams | October 4 | 45 | 143 | 188 | 39 | 133 | 172 | 863 | 8 | 7 | 15 |
| Jefferson..... | Clayton..... | October 11 | 44 | 119 | 163 | 38 | 110 | 148 | 742 | 7 | 5 | 12 |
| Lewis | Lowville..... | October 11 | 21 | 123 | 144 | 19 | 114 | 133 | 667 | 4 | 4 | 8 |
| Lewis | Martinsburgh..... | October 18 | 23 | 89 | 112 | 21 | 83 | 104 | 522 | 4 | 4 | 8 |
| Monroe | Spencerport | December 20 | 54 | 114 | 168 | 48 | 96 | 144 | 722 | 8 | 6 | 14 |
| Montgomery | Canajoharie | December 20 | 77 | 121 | 198 | 73 | 102 | 175 | 881 | 13 | 10 | 23 |
| Niagara..... | Lockport..... | October 11 | 74 | 238 | 312 | 61 | 213 | 274 | 1,371 | 7 | 7 | 14 |
| Onondaga..... | Liverpool | December 6 | 23 | 96 | 119 | 22 | 92 | 114 | 570 | 17 | 9 | 26 |
| Onondaga..... | Onondaga Valley..... | September 20 | 43 | 135 | 178 | 29 | 116 | 145 | 726 | 8 | 7 | 15 |
| Onondaga..... | Fayetteville | October 25 | 35 | 91 | 126 | 32 | 82 | 114 | 569 | 7 | 8 | 15 |
| Ontario | Geneva | September 13 | 33 | 109 | 142 | 24 | 87 | 111 | 559 | 11 | 10 | 21 |
| Ontario | Canandaigua .. | September 20 | 41 | 130 | 171 | 27 | 96 | 123 | 615 | 9 | 7 | 16 |
| Orange .. | Newburgh..... | August 30 | 54 | 183 | 237 | 34 | 122 | 156 | 779 | 27 | 11 | 38 |

| | | | | | | | | | | | | | |
|--------------------|------------------------|----|-------|-------|--------|-------|-------|-------|--------|------|------|------|------|
| Orleans | Albion | 25 | 73 | 178 | 251 | 55 | 149 | 204 | 1,020 | 5 | 7 | 7 | 6 |
| Otsego | Cooperstown | 16 | 160 | 309 | 469 | 101 | 221 | 322 | 1,609 | 7 | 6 | 6 | 6 |
| Rensselaer | Greenbush | 15 | 74 | 206 | 280 | 63 | 191 | 254 | 1,271 | 11 | 10 | 10 | 10 |
| St. Lawrence | Massena | 8 | 28 | 113 | 141 | 25 | 98 | 123 | 615 | 5 | 6 | 6 | 6 |
| Saratoga | Saratoga Springs | 29 | 72 | 265 | 337 | 67 | 255 | 322 | 1,612 | 10 | 9 | 9 | 9 |
| Schenectady | Schenectady | 4 | 28 | 72 | 100 | 22 | 61 | 83 | 414 | 8 | 8 | 8 | 8 |
| Schoharie | Middleburgh | 18 | 133 | 174 | 307 | 110 | 144 | 254 | 1,270 | 8 | 6 | 7 | 7 |
| Steuben | Hornellsville | 18 | 52 | 198 | 250 | 43 | 175 | 218 | 1,090 | 8 | 7 | 7 | 7 |
| Steuben | Bath | 29 | 94 | 153 | 247 | 82 | 132 | 214 | 1,072 | 8 | 7 | 8 | 8 |
| Sullivan | Liberty | 18 | 73 | 137 | 210 | 58 | 119 | 177 | 886 | 9 | 6 | 7 | 7 |
| Tompkins | Ithaca | 6 | 56 | 171 | 227 | 43 | 128 | 171 | 853 | 6 | 6 | 6 | 6 |
| Ulster | Kingston | 4 | 89 | 227 | 316 | 78 | 204 | 282 | 1,414 | 17 | 10 | 12 | 12 |
| Warren | Glens Falls | 27 | 16 | 121 | 137 | 10 | 84 | 94 | 471 | 5 | 8 | 8 | 8 |
| Wayne | Clyde | 27 | 95 | 146 | 241 | 85 | 133 | 218 | 1,044 | 8 | 8 | 8 | 8 |
| Wyoming | Warsaw | 13 | 64 | 206 | 270 | 48 | 165 | 213 | 1,064 | 6 | 7 | 7 | 7 |
| | | | 2,872 | 7,453 | 10,325 | 2,360 | 6,460 | 8,790 | 43,951 | .... | .... | .... | .... |

ATTENDANCE CERTIFICATE — (REVERSE SIDE).

STATE OF NEW YORK.

DEPARTMENT OF PUBLIC INSTRUCTION, }
SUPERINTENDENT'S OFFICE, }
ALBANY, *September 13, 1886.* }

INSTRUCTIONS.

The heading of this card, on the reverse side, is to be properly filled out by the commissioner or his assistants, and a copy given to every teacher in attendance at the institute.

Teachers will keep this card until the close of the institute, and note their presence under each exercise by the following check mark (1).

Any willful error discovered will be a sufficient cause for withholding the approval of the commissioner, and for the annulment of a license to teach.

At the close of the institute teachers will sign and return these cards for the approval of the commissioner. If satisfied of the correctness of the attendance noted, he will sign the certificate, specifying by a check mark, thus (0), the exercises at which the teacher was not present. Where there is more than one commissioner in attendance they will all sign the certificate.

The commissioner will mail this certificate within two days from the close of the institute to the trustee of the district in which the teacher is employed, and it will be used by him in the settlement of the teachers' wages for institute week. It will then be returned to the teacher. In case the teacher is not employed, the commissioner will return the certificate to the teacher. Necessary postage for the purpose named may be charged among regular institute expenses.

No certificate cards shall be distributed to teachers after the session of Monday afternoon, except by concurrence of commissioners and instructors.

No certificate shall be given to any person who is not 16 years of age.

Commissioners will call the roll of teachers at the beginning of every session. Those who are tardy should, upon entering the room, hand their certificates to the commissioner, that he may check the exercise lost. Those who leave the room during an exercise must leave their certificate with the commissioner until they return.

Attendance upon evening sessions of the institute is recommended, but is not compulsory.

Teachers will be allowed Monday forenoon for registering, and will be paid for that time (counting the half day three exercises)—provided they are present during the remainder of the week.

NOTES TO TRUSTEES.

Teachers are entitled to pay for the week in which an institute is held in the district in which their school may be located, provided the school is closed and the teacher is in actual attendance at the institute. They are entitled to pay for only such time as they are actually in attendance, as noted on this certificate.

If the teachers attend the 30 exercises indicated as noted on the certificate during the week (including three for Monday forenoon), they are entitled to full pay for the week; and in like proportion for a less number of exercises attended.

Where a contract with a teacher includes board in a district the district must pay the teacher's board while in attendance at the institute.

Trustees are prohibited from paying any wages to teachers for institute week, unless the school is closed and the teacher in actual attendance at the institute. Violation of this order will be cause for removal of trustee and annulment of teacher's license.

Trustees are required by law to close the school in their district during the week in which an institute is held within the district or county in which the school is located. District institutes include all schools within the commissioner district.

A. S. DRAPER,
Superintendent.

5. SAMPLE INSTITUTE PROGRAMMES.

INSTITUTE PROGRAMME.

Carried out at institute in first commissioner district of Onondaga county, held at Liverpool, December 6 to 10, 1886.

PROGRAMME.

MONDAY.

AFTERNOON SESSION.

Opening Exercises.

- 1:30 o'clock to 2:15 o'clock — "The Teacher's Work," Prof. Sanford.
 2:15 o'clock to 2:30 o'clock — Recess.
 2:30 o'clock to 3:15 o'clock — "Essential Qualities of a Successful Teacher,"
 Prof. T. K. Wright.
 3:15 o'clock to 3:30 o'clock — Recess.
 3:30 o'clock to 4:15 o'clock — "The Teachers' Work," Prof. Sanford.

EVENING SESSION.

MUSIC.

- 7:00 o'clock to 7:30 o'clock — Queries answered by Prof. Sanford.

MUSIC.

- 7:30 o'clock — Onondaga County Teachers' Association.

TUESDAY.

FORENOON SESSION.

- 9:00 o'clock to 9:15 o'clock — Opening Exercises.
 9:15 o'clock to 10:00 o'clock — "How to Teach Number," Prof. Sanford.
 10:00 o'clock to 10:15 o'clock — Recess.
 10:15 o'clock to 11:00 o'clock — "Geography," Principal J. W. Chandler.
 11:00 o'clock to 11:15 o'clock — Recess.
 11:15 o'clock to 12:00 o'clock — "How to Teach Number," Prof. Sanford.

AFTERNOON SESSION.

- 1:30 o'clock to 2:15 o'clock — "Geography," Principal J. W. Chandler.
 2:15 o'clock to 2:30 o'clock — Recess.
 2:30 o'clock to 3:15 o'clock — "Illustrative Lesson in Writing Whole Numbers," Prof. Sanford.
 3:15 o'clock to 3:30 o'clock — Recess.
 3:30 o'clock to 4:15 o'clock — "Geography," Principal J. W. Chandler.

EVENING SESSION.

MUSIC.

- 7:00 o'clock to 7:30 o'clock — Queries answered by Prof. Sanford.

MUSIC.

- 7:30 o'clock — Lecture, "Battle of Gettysburg," Principal O. W. Sturdevant.

WEDNESDAY.

FORENOON SESSION.

- 9:00 o'clock to 9:15 o'clock — Opening exercises.
 9:15 o'clock to 10:00 o'clock — "Fractions," Prof. Sanford.
 10:00 o'clock to 10:15 o'clock — Recess.
 10:15 o'clock to 11:00 o'clock — "Organizing School," Supt. C. E. White.
 11:00 o'clock to 11:15 o'clock — Recess.
 11:15 o'clock to 12:00 o'clock — "Illustrative Lesson in Writing Decimals," Prof. Sanford.

AFTERNOON SESSION.

- 1:30 o'clock to 2:15 o'clock — "Penmanship," Prof. C. R. Wells.
 2:15 o'clock to 2:30 o'clock — Recess.
 2:30 o'clock to 3:15 o'clock — "Discussion of the Preceding Work in Arithmetic," under direction of Prof. Sanford.
 3:15 o'clock to 3:30 o'clock — Recess.
 3:30 o'clock to 4:15 o'clock — "Examinations," Commissioner E. B. Knapp.

EVENING SESSION.

MUSIC.

- 7:00 o'clock to 7:30 o'clock — Queries answered by Prof. Sanford.

MUSIC.

- 7:30 o'clock — Address, Hon. C. R. Skinner, Deputy Superintendent of Public Instruction.

THURSDAY.

FORENOON SESSION.

- 9:00 o'clock to 9:15 o'clock — Opening exercises.
 9:15 o'clock to 10:00 o'clock — "Compound Numbers and Percentage," Prof. Sanford.
 10:00 o'clock to 10:15 o'clock — Recess.
 10:15 o'clock to 11:00 o'clock — "School Management," Principal G. H. Stilwell.
 11:00 o'clock to 11:15 o'clock — Recess.
 11:15 o'clock to 12:00 o'clock — "Proportion and Mensuration," Prof. Sanford.

AFTERNOON SESSION.

- 1:30 o'clock to 2:15 o'clock — "Business Arithmetic," Principal O. D. Clark.
 2:15 o'clock to 2:30 o'clock — Recess.
 2:30 o'clock to 3:15 o'clock — "What Parts of our Arithmetic should be omitted in School Work," Prof. Sanford.
 3:15 o'clock to 3:30 o'clock — Recess.
 3:30 o'clock to 4:15 o'clock — "Business Arithmetic," Principal O. D. Clark.

EVENING SESSION.

MUSIC.

- 7:00 o'clock to 7:30 o'clock — Queries answered by Prof. Sanford.

MUSIC.

- 7:30 o'clock — Lecture, "The Price Paid and the Value Received," Prof. Sanford.

FRIDAY.

FORENOON SESSION.

- 9:00 o'clock to 9:15 o'clock — Opening exercises.
 9:15 o'clock to 10:00 o'clock — "How to Conduct Class Exercises," Prof. Sanford.
 10:00 o'clock to 10:15 o'clock — Recess.
 10:15 o'clock to 11:00 o'clock — "Language," Miss L. M. Carpenter.
 11:00 o'clock to 11:15 o'clock — Recess.
 11:15 o'clock to 12:00 o'clock — Topic chosen by the Institute, Prof. Sanford.

AFTERNOON SESSION.

- 1:30 o'clock to 2:15 o'clock — "Physiology," Principal O. D. Clark.
 2:15 o'clock to 2:30 o'clock — Recess.
 2:30 o'clock to 3:15 o'clock — Topic selected by the Institute, Prof. Sanford.
 3:15 o'clock to 3:30 o'clock — Recess.
 3:30 o'clock to 4:15 o'clock — Remarks by a Normal School Principal.

EVENING SESSION.

MUSIC.

- 7:00 o'clock to 7:30 o'clock — Queries answered by Prof. Sanford.

MUSIC.

- 7:30 o'clock — Lecture by a Normal School Principal.

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INSTITUTE PROGRAMME.

Carried out at institute in second commissioner district of Chautauqua county, held at Forestville December 6 to 10, 1886.

PROGRAMME.

MONDAY.

AFTERNOON.

- 2:00 to 2:40 — "Course of Study for Common Schools," Prof. Albro.
 2:40 to 2:50 — Recess.
 2:50 to 3:30 — "Primary Geography," Miss Shannon.
 3:30 to 3:40 — Recess.
 3:40 to 4:20 — "Course of Study for Common Schools," Prof. Albro.
 Lecture, 8:00 o'clock, P. M. Subject "Rambling," by Rev. A. Le Roy.

TUESDAY.

FORENOON.

- 9:00 to 9:15 — Devotional Exercises.
 9:15 to 10:00 — "Fundamental Principles in Methods," Prof. Albro.
 10:00 to 10:15 — Recess.
 10:15 to 11:00 — "Advanced Geography," Miss Shannon.
 11:00 to 11:15 — Recess.
 11:15 to 12:00 — "Fundamental Principles in Methods," Prof. Albro.

AFTERNOON.

- 1:30 to 1:45 — Opening Exercises.
 1:45 to 2:30 — "Molding," Miss Shannon.
 2:30 to 2:45 — Recess.
 2:45 to 3:30 — "Fundamental Principles in Methods," Prof. Albro.
 3:30 to 3:45 — Recess.
 3:45 to 4:30 — "Primary Reading," Miss Morrissey.
 Lecture, 8:00 o'clock, P. M., by Dr. F. B. Palmer.

WEDNESDAY.

FORENOON.

- 9:00 to 9:15 — Devotional Exercises.
 9:15 to 10:00 — "Fundamental Principles in Methods," Prof. Albro.
 10:00 to 10:15 — Recess.
 10:15 to 11:00 — "Intermediate Reading," Miss Morrissey.
 11:00 to 11:15 — Recess.
 11:15 to 12:00 — "Fundamental Principles in Methods," Prof. Albro.

AFTERNOON.

1:30 to 1:45 — Opening Exercises.
 1:45 to 2:30 — "Class Exercises, Illustrating Principles in Methods," Prof. Albro.
 2:30 to 2:45 — Recess.
 2:45 to 3:30 — "Physiology and Hygiene under Present State Law," Prof. Preston.
 3:30 to 3:45 — Recess.
 3:45 to 4:30 — "Class Exercises, Illustrating Principles in Methods," Prof. Albro.
 Lecture, 8:00 o'clock, P. M., by Prof. S. H. Albro. Subject, "Yellowstone Park,"
 Illustrated by stereopticon.

THURSDAY.

FORENOON.

9:00 to 9:15 — Devotional Exercises.
 9:15 to 10:00 — "Physiology and Hygiene under Present State Law," Prof. Preston.
 10:00 to 10:15 — Recess.
 10:15 to 11:00 — "Class Exercise, Illustrating Principles in Methods," Prof. Albro.
 11:00 to 11:15 — Recess.
 11:15 to 12:00 — "Faults of Utterance — Remedies," Miss Richardson.

AFTERNOON.

1:30 to 1:45 — Opening Exercises.
 1:45 to 2:30 — "Class Exercise, Illustrating Principles in Methods," Prof. Albro.
 2:30 to 2:45 — Recess.
 2:45 to 3:30 — "The Use of Language, Oral and Written," Miss Richardson.
 3:30 to 3:45 — Recess.
 3:45 to 4:30 — "Class Exercise, Illustrating Principles in Methods," Prof. Albro.
 8:00 o'clock, P. M. — A Talk: "An Ocean Voyage and Life at Sea," by Prof. James M. Cassety, of Buffalo.

FRIDAY.

FORENOON.

9:00 to 9:15 — Devotional Exercises.
 9:15 to 10:00 — "Methods in Spelling," Miss Richardson.
 10:00 to 10:15 — Recess.
 10:15 to 11:00 — "Class Exercise, Illustrating Principles in Methods," Prof. Albro.
 11:00 to 11:15 — Recess.
 11:15 to 12:00 — "Kindergarten Work for Primary Pupils," Miss Bemis.

AFTERNOON.

1:30 to 1:45 — Opening Exercises.
 1:45 to 2:30 — "Suggestions on Teaching Definitions in Grammar," Miss Richardson.
 2:30 to 2:45 — Recess.
 2:45 to 3:30 — "The Kindergarten," Miss Bemis.
 3:30 to 3:45 — Recess.
 3:45 to 4:30 — "School Management," Prof. Albro.
 Lecture, 8:00 o'clock, P. M., by Prof. L. D. Miller, of Bath, N. Y.

EXHIBIT No. 6.

SCHOOL COMMISSIONERS.

1. NAMES AND POST-OFFICE ADDRESSES.
 2. DEPARTMENT CIRCULAR.
 3. WRITTEN REPORTS.
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LIST OF SCHOOL COMMISSIONERS.

1. LIST OF SCHOOL COMMISSIONERS IN THE STATE OF NEW YORK, FOR THE TERM COMMENCING JANUARY 1, 1885.

| Counties. | Dists. | Names. | Post-offices. | Page of Report. |
|-------------------|--------|------------------------------|----------------------------|-----------------|
| Albany | 1 | John J. Callanan | Callanan's Corners | 231 |
| | 2 | Charles De La Mater | Medusa | 234 |
| | 3 | George McDonald | West Troy | 237 |
| Allegany | 1 | George E. Ferguson | Hume | 238 |
| | 2 | Bascom P. Mapes | Belmont | 240 |
| Broome | 1 | Wallace Thomson | Windsor | 242 |
| | 2 | James L. Lusk | Binghamton | 244 |
| Cattaraugus | 1 | Newton C. McKoon | Ellicottville | 248 |
| | 2 | George W. Boyce | Little Valley | 251 |
| Cayuga | 1 | Josiah Gailey | Sterling Station | 254 |
| | 2 | George Peckham | Moravia | 257 |
| Chautauqua | 1 | Charles H. Wicks | Panama | 260 |
| | 2 | Emmons J. Swift | Forestville | 262 |
| | *3 | James R. Flagg | Frewsburgh | |
| Chemung | | Arthur P. Nichols | Horseheads | 266 |
| Chenango | 1 | Le Roy C. Hayes | Norwich | 270 |
| | 2 | Willis R. Hall | Guilford Centre | 272 |
| Clinton | 1 | Safford S. Taylor | Morrisonville | 275 |
| | 2 | Herbert Goodspeed | Ellenburgh Centre | 280 |
| Columbia | 1 | Oliver W. Hallenbeck | Livingston | 282 |
| | 2 | Peter Silvernail | Valatie | 285 |
| Cortland | 1 | Frank J. Squires | Cortland | 290 |
| | 2 | Gustavus A. Crofoot | Preble | 294 |
| Delaware | 1 | Perry L. Purdy | Downsville | 301 |
| | 2 | Ebenezer R. Harkness | Delhi | 305 |
| Dutchess | 1 | George W. Draper | Clove | 308 |
| | 2 | Albert P. Smith | Madalin | 310 |
| Erie | 1 | Christopher E. Smith | Lancaster | 313 |
| | 2 | Charles H. Ide | Eden Centre | 316 |
| | 3 | Gurney O. Dillingham | Lawton Station | 317 |
| Essex | 1 | Fayette L. Miller | Lewis | 320 |
| | 2 | Chester B. McLaughlin | Port Henry | 323 |
| Franklin | 1 | James M. Wardner | Rainbow | 326 |
| | 2 | Lauriston M. Berry | West Constable | 328 |
| Fulton | | Joseph B. Thyne | Johnstown | 331 |
| Genesee | | William E. Prentice | Batavia | 334 |
| Greene | 1 | Henry B. Whitcomb | Cairo | 335 |
| | 2 | Fletcher Smith | Norton Hill | 338 |
| Hamilton | | Daniel Cochran | Wells | 340 |
| Herkimer | 1 | Jacob H. Bliss | Cold Brook | 342 |
| | 2 | Harrington P. Whitney | Ilion | 345 |
| Jefferson | 1 | William H. Everett | Dexter | 346 |
| | 2 | Charles A. Shaver | Antwerp | 350 |
| | 3 | Perrin A. Strough | Orleans Four Corners | 356 |
| Kings | | Voorhees Overbaugh | Flatlands | 360 |
| Lewis | 1 | Leonard T. Cole | Port Leyden | 366 |
| | 2 | Robert W. Jones | Lowville | 375 |
| Livingston | 1 | R. Austin Kneeland, Jr. | Geneseo | 383 |
| | 2 | Horace E. Perkins | Byersville | 384 |
| Madison | 1 | Lyman B. Blakeman | Brookfield | 386 |
| | 2 | Chester J. Parker | Lakeport | 390 |
| Monroe | 1 | N. Curtice Holt | Webster | 392 |
| | 2 | Jeremiah Smith | Box 200, Rochester | 395 |
| Montgomery | | Henry K. Salisbury | Amsterdam | 397 |
| Niagara | 1 | Chauncey G. Richards | Lockport | 402 |
| | 2 | Fred. J. Swift | Johnson's Creek | 403 |
| Oneida | 1 | Wm. D. Biddlecome | Deerfield | 405 |
| | 2 | Edward A. O'Brien | Clinton | 408 |
| | 3 | Everett E. Edgerton | Camden | 409 |
| | 4 | Jerome F. Hilts | Hawkinsville | 414 |

* Appointed December 11, 1886, by virtue of chapter 263, Laws of 1885.

LIST OF SCHOOL COMMISSIONERS — (*Continued*).

| Counties. | Dists. | Names. | Post-offices. | Page of Report. |
|--------------------|--------|------------------------------|-------------------------|-----------------|
| Onondaga | 1 | Alfred J. Jaqueth | Camillus | 417 |
| | 2 | Ezra B. Knapp | Skaneateles | 420 |
| | 3 | H. D. Nottingham | Manlius | 423 |
| Ontario | 1 | George V. Chapin | Chapinville | 426 |
| | 2 | Albert C. Aldridge | Victor | 435 |
| Orange | 1 | David A. Morrison | Montgomery | 438 |
| | 2 | Ira L. Case | Middletown | 441 |
| Orleans | | Charles W. Smith | Kendall | 447 |
| Oswego | 1 | David D. Metcalf | North Hannibal | 452 |
| | 2 | James S. Ludington | Parish | 460 |
| | 3 | Jay B. Cole | Williamstown | 461 |
| Otsego | 1 | Theodore L. Grout | East Springfield | 465 |
| | 2 | Daniel Washburn | West Burlington | 469 |
| Putnam | | James A. Foshay | Carmel | 477 |
| Queens | 1 | Edward T. Allen | Manhasset | 480 |
| | 2 | James B. Curley | Hempstead | 484 |
| Rensselaer | 1 | J. Russell Parsons, Jr | Hoosick Falls | 486 |
| | 2 | Lewis N. S. Miller | East Schodack | 502 |
| Richmond | | Theodore Frean | Stapleton | 505 |
| Rockland | | Thomas W. Suffern | Suffern | 510 |
| St. Lawrence | 1 | George A. Lewis | Ogdensburg | 514 |
| | 2 | John A. Haig | Madrid | 520 |
| | 3 | Harlan S. Perrigo | Potsdam | 523 |
| Saratoga | 1 | James F. McCormick | Ballston Centre | 527 |
| | 2 | James G. Weedon | Greenfield Centre | 529 |
| Schenectady | | C. W. Van Santvoord | Schenectady | 532 |
| Schoharie | 1 | Le Grand Van Tuyl | Gilboa | 538 |
| | 2 | Jacob H. Mann | West Fulton | 541 |
| Schuyler | | Henry S. Howard, Jr | Watkins | 547 |
| Seneca | | James S. Boughton | Waterloo | 552 |
| Steuben | 1 | Loring H. Barnum | Bloods | 556 |
| | 2 | Wesley W. Smith | Canisteo | 562 |
| Suffolk | 1 | George H. Cleaves | Greenport | 567 |
| | 2 | Douglas Conklin | Huntington | 571 |
| Sullivan | 1 | William Westfall | Wurtsboro | 573 |
| | 2 | Melvin Hornbeck | Neversink | 575 |
| Tioga | | Leonard O. Eastman | Berkshire | 578 |
| Tompkins | 1 | Amasa G. Genung | Ithaca | 581 |
| | *2 | Frank W. Knapp | Etna | †587 |
| Ulster | 1 | John H. DeWitt | Saugerties | 590 |
| | 2 | Peter E. Lefever | Forest Glen | 592 |
| | 3 | Leonard Davis | Accord | 594 |
| Warren | | †James N. Whipple | Glens Falls | 596 |
| Washington | 1 | Joseph W. Barbur | Greenwich | 598 |
| | 2 | Wm. H. Cook | Hampton | 603 |
| Wayne | 1 | Edward C. Delano | Sodus Centre | 607 |
| | 2 | Mark C. Finley | Palmyra | 617 |
| Westchester | 1 | Jared Sandford | Mount Vernon | 620 |
| | 2 | James B. Lockwood | White Plains | 629 |
| | 3 | John W. Littel | Peekskill | 634 |
| Wyoming | 1 | C. Herbert Foster | Warsaw | 639 |
| | 2 | Clarkson A. Hall | Gainesville | 641 |
| Yates | | James A. Thayer | Penn Yan | 644 |

*For term commencing January 1, 1887.

†Report made by Solomon L. Howe.

‡Died January 27, 1887. Loyal L. Davis appointed February 1, to fill vacancy.

2. DEPARTMENT CIRCULAR.

WRITTEN REPORTS OF SCHOOL COMMISSIONERS.

STATE OF NEW YORK:

DEPARTMENT OF PUBLIC INSTRUCTION, }
 SUPERINTENDENT'S OFFICE, }
 ALBANY, *October 22, 1886.* }

.....,

School Commissioner, District, County:

SIR.— You will please submit to this Department on or before the first day of December next, a full written report of your work during the last year. Such report will be transmitted to the Legislature with the Annual Report of the Department, and will be published in connection therewith. It should contain a full, brief and clear statement of the occurrences of the year. If progress has been made, say so, and narrate the facts which sustain the assertion. If no progress has been effected, say that with frankness and assign the reasons which, in your opinion, have stood in the way of it. Fairly and plainly portray the condition and the needs of education in your district. Report what has been done and what should be done to promote the interests of education. Facts are wanted. Well-considered and practical suggestions are much desired.

You will cover the ground in your own way, reporting and suggesting whatever may seem to you of sufficient importance, being particular, however, to supply the following information, viz.:

1. State the number of schools in your district.
2. State the number of official visits and give the impressions gained thereby.
3. How many teachers have been licensed by you during the year? Is there any difficulty in procuring amply qualified teachers?
4. What about the condition of the school buildings and out-buildings? Are they being improved? What can be done in the way of legislation or by the action of this Department to bring about better buildings?
5. How about the institute work? Is there as much objection as formerly? Does the action of the Department in arranging for smaller institutes, in introducing more class-room work, and in opening the way for teachers to take part in the institute, meet with favor and promise better results? What do you advise to make the institutes of the highest possible advantage in our work? Can you

suggest any other way of stimulating an interest on the part of the teachers and keeping them abreast of the times likely to be so productive of good results?

6. What can be done to arouse an interest in the cause of education on the part of the general public?

7. How generally are purely educational journals taken among your teachers?

8. What have you to say as to work of Normal schools? How does the work of their graduates compare with that of other teachers?

9. What, if any, amendments to the present school law do you consider of sufficient importance to call to the attention of this Department?

I am anxious that the reports this year shall be full, clear and practical; that they shall show thoughtfulness and care in preparation, and that they shall treat the different phases and subjects of our educational work in a straightforward, business-like way, which will help the Department in bringing about some desirable results.

Please write plainly, on legal cap, and on but one side, so that your manuscript can go to the printer without copying.

I am yours, very respectfully,

A. S. DRAPER,

Superintendent.

3. REPORTS OF SCHOOL COMMISSIONERS.

ALBANY COUNTY — FIRST DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.— In response to your circular-letter of October 22, I have the honor to present the following report :

This commissioner district comprises three towns, divided into 47 school districts, three being joint.

GENERAL CONDITION OF SCHOOLS.

There are 44 school-houses, supplied with 47 teachers. During the last year I made 112 visits, visiting not more than two schools in one day. The impressions received were diverse. Three-fifths of the school-houses were in good condition, and about as many trustees used considerable discrimination in the selection of suitable teachers. In the remaining districts the reverse was true, and educational interests suffered. It is a difficult work to induce teachers to make their best efforts when they are surrounded by an air of general indifference. Among the unfavorable facts that exist in the schools are irregularity of attendance, lack of proper text-books, black-board surface, dictionaries and other apparatus, proper arrangement of rooms, including heating, lighting and ventilation, seats and desks, and of new school-houses. These are inside hindrances. We have not succeeded in getting a corps of teachers who can make their work successful in the face of any circumstances.

NEGLECT OF SCHOOL BUILDINGS.

While I believe a little wholesome neglect by the trustee is better than ignorant interference, there is an apparent willful neglect on the part of some trustees to bestow those little attentions to school-room and outbuildings that comfort and decency demand. In a number of districts where the houses were built not wisely, repairs would be a waste, and no disposition to rebuild is shown. In several cases districts have outgrown the capacity of the school-house. Outbuildings are often found in an unsanitary and demoralizing condition. This is due to the cheap and foolish manner of construction and because trustees believe attention should be given

them but once a year. Separate buildings should be built, in not conspicuous places, or the compartments should be divided by something more substantial than single inch boards. Durable inside and outside fastenings should be placed on the doors.

BLACK-BOARDS AND VENTILATION.

In many districts are crude contrivances not deserving to be called black-boards. Teachers struggle with these adversities or relinquish them altogether. If the black-board is a valuable instrument in school-room work, and it is not at hand, its presence should be regulated. In this, in ventilation and in other matters, trustees often refuse the counsel of those whose experience qualify them, and whose duty it is to know how a school-room should be arranged to serve its purpose best. They have confidence in their own ideas of the fitness of those things and their way seems cheapest. Many of these impediments will not be removed while the vast discrepancy exists between the trustee's duty and his ability and will to perform it. This applies to one class of trustees.

THE TRUANT PROBLEM

still needs attention. The schools are censured for not educating the truant, and his injurious influence is felt in the schools. Moreover, when the estimate is made of what the schools are accomplishing, the responsibility for his helpless station modifies the degree of usefulness of the schools. The same argument applies in this matter, and with more force, that was used in favor of the institute. If the State furnishes means of education for its youth, why are so many allowed to contemptuously slight these means?

A BRIGHTER SIDE.

There is a brighter side to the picture. District No. 17, town of Coeymans, has built a new school-house. It is well constructed, large enough, painted, but lacks proper means of ventilation and black-board. No. 13, same town, repaired by putting in new walls, new floor, new seats and desks, and by painting. An unusual amount of repairs, as floors, matched ceilings, roofs, blinds, etc., have been made during vacation. This movement, and a growing inquiry for better teachers, are the cheerful aspects of the situation. I am convinced that the teachers who have been retained from last year are now doing much better work—the result of reading educational journals, attending institutes, and of other influences tending in the same direction.

LICENSES.

I licensed 48 teachers during the year, all but three having subsequently taught in this district. The qualifications of the applicants

as a body were not ample enough to meet the requirements of the schools.

A UNIFORM STANDARD

of qualification should be established in such a way as not to impair the powers of commissioners. The measure of ability should be a guard against incompetency and shallow preparation. The idea is abroad, to a great extent, that persons of meagre attainments can teach school, and many of this class apply for certificates. Every teacher who is not a leader in educational thought and work is a decided drawback to the cause. The children are the lever with which the teacher may raise the public regard for the school. If the children are interested in the schools, it is safe to believe that the parents are. So the true teacher must have a combination and a *mode* indeed, that are rare at \$6 or less per week.

TEACHERS' INSTITUTES.

Objections to the institute have nearly disappeared. The attendance at institutes held in this county, previous to the last two, was so imperfect and fitful as to very much lessen their value to the teachers and expose them to the criticism of the public. Since this defect has been corrected, the people are satisfied and the teachers are interested and benefited. Holding district institutes will have the effect of centering responsibility and introducing class-room training; will particularize the work and give it a concrete form. Your efforts to perfect the institute are heartily supported.

EDUCATIONAL JOURNALS.

I have so strongly urged the importance of reading educational journals, that all of our teachers are subscribers. The benefits to teachers of diligently reading professional literature are obvious.

NORMAL GRADUATES.

Twenty-five per cent of the teachers of this district are graduates of the Albany Normal School. Their work is generally more uniform and systematic than that of other teachers. Among our best teachers are Normal graduates.

DATE OF SCHOOL MEETING.

The annual school meeting being held at a time when it is very desirable that schools should open, the newly-elected trustees do not always take sufficient time to get the best teachers that might be procured.

SCHOOL APPARATUS.

Some trustees are making additions to school-room apparatus under authority of the new act giving them that power. This will be of great advantage to the schools.

STATE SCHOOL MONEYS.

A further increase of State school moneys would be regarded with satisfaction here.

A FORWARD MOVEMENT.

In order to bring about more desirable results in educational affairs, it seems necessary that all interested in or connected with the work should *combine* in a forward movement. This includes trustees and parents. By means of visitations, circular-letters and newspaper articles, I am trying to encourage teachers to give more vigor, scope and importance to their teaching; to acquaint trustees with school laws and to persuade them to do their part of the work. The public should be informed of what is being done in every branch of educational work, from your Department and the Legislature down. The improvement of school property and the needs of the schools must be agitated and discussed.

It is confidently hoped by the friends of the cause that the vigorous, determined and thorough-going policy of the Department will be diffused everywhere for the good of humanity.

It has been my privilege to call at the Department frequently. I am under obligations to all connected therewith for the many attentions shown me.

Yours, respectfully,
J. J. CALLANAN,
School Commissioner.

CALLANANS, *November 30, 1886.*

 ALBANY COUNTY — SECOND DISTRICT.

HON. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.— In addition to reports already submitted to the Department, copies of which have been filed with the clerk of Albany county, I have the honor to submit to you the following special report for the year 1886, which I trust will answer the requirements set forth in your circular bearing date October 22, 1886 :

My district comprises the towns of Berne, Rensselaerville and Westerlo, located in the south-western part of the county and con-

taining 57 school districts, each of which has employed one licensed teacher for 28 weeks, or more, during the school year.

VISITS AND OBSERVATIONS.

During the year past I have made 86 official visits, always with the following objects in view: First, to ascertain the teachers' ability to instruct, as shown by their manner of conducting recitations; second, the teachers' ability to govern, as shown by the general deportment of the school; third, the progress made by the pupils as compared with preceding visit.

I have found about one-half of the teachers in this district earnest, progressive and effective in their work, using a great deal of common sense in connection with their methods, leaving the impression on the mind of the visitor that they know how a recitation should be conducted and have the will and energy necessary to success.

POOR PAY FOR POOR WORK.

But how about the other half? They belong to the class that a large percentage of the trustees of the small country schools are always looking after, viz., the teacher that will work for next to nothing and board around. I have found several districts in which the trustee had hired the teacher at so low a rate that there was a portion of the public money remaining in the hands of the supervisor, the trustee intending to purchase fuel for the use of the school with the balance. And one ex-trustee (boasting of his shrewdness) said that he, during his term of office, had agreed with the teacher for just enough wages to use up the public money, and when the money was drawn from the supervisor the teacher was to refund a sufficient amount to pay for the fuel for the year.

REMEDIES SUGGESTED.

An amendment to the school law, making an offense of the above character punishable by fine or imprisonment, or both, might do some good. How to get rid of this class of teachers is the question. Some may answer, do not license that kind of teachers. In that case there would be about one-third of the schools left without a teacher. It seems to me the only remedy is to increase the rate of State tax for school purposes so that the moneys are sufficient to pay every teacher in the State fair wages.

LICENSES.

During the year I have licensed 107 teachers; 18 of the first grade, 54 of the second grade and 35 of the third grade. I find considerable difficulty in procuring a sufficient number of amply qualified teachers.

SCHOOL AND OUT-BUILDINGS.

As regards school buildings and out-buildings, there have been some improvements made. A new building erected in district No. 5, Westerlo, and one in process of erection in district No. 21, Westerlo. Many needed improvements are being made in other districts and still many more are sadly needed.

STATISTICS.

There has been a loss of 15 in the number of children of school age in the district; 234 weeks less school taught; an increase of 44 in the number of children attending the schools; a loss in average attendance of 49,245; a loss in attendance of 6,693 days; a gain of \$3,160 in value of school buildings, and \$2,062 less assessed valuation.

TEACHERS' INSTITUTE.

Our teachers' institute, held at South Bethlehem the first week in May, Professors Sanford and Albro conductors, was well attended and a complete success. There is but little opposition to teachers' institutes in this district. Having had no experience with smaller or district institutes as proposed by you, am not prepared to give an opinion either for or against.

EDUCATIONAL JOURNALS.

Am sorry to be obliged to report that a majority of the teachers in my district do not take a purely educational journal.

SCHOOL APPARATUS.

The recent law in regard to purchase of school apparatus is good, as far as it goes, but I fear that in most cases it will be a dead letter. Would suggest that it be so amended as to make it compulsory when ordered by the commissioner.

AS TO OTHER AMENDMENTS TO SCHOOL LAW,

I can only repeat the suggestions made in my last year's report:

First, that joint districts be abolished, and let the commissioner in whose district the school-house is located receive and make the reports, and apportion the moneys for the district.

Second, that the alteration of school district boundaries be the function of the supervisor of the town in which the disputed boundary is located.

Very respectfully yours,

CHAS. DE LA MATER,

School Commissioner.

MEDUSA, November 22, 1886.

ALBANY COUNTY — THIRD DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction:

SIR.—In compliance with your request of October 22, 1886, the following report is most respectfully submitted:

SCHOOLS IN THE DISTRICT.

There are in this commissioner district 54 schools, of which 51 are common and three are union free schools.

VISITS.

During the past year I have made 75 visits throughout the district, and in most cases have found the work merited both praise and commendation. In the rural districts the schools are attended mostly by small pupils, and the teachers employed are sometimes of limited experience, who, as a matter of course, have not attained the same proficiency in the science of teaching as those older in the work.

LICENSES.

One hundred and nine teachers have been licensed by me as follows: 22 of the first grade, 45 of the second and 42 of the third grade. Of the first grade 18 were re-licensed. There seems to be no difficulty of procuring qualified teachers providing the districts will pay salaries commensurate with the talent sought, but in some districts good results are sacrificed by paying small wages.

SCHOOL BUILDINGS.

With but few exceptions the school-houses are in good condition; there are some, however, that should be replaced by new buildings.

TEACHERS' INSTITUTES.

The last institute for this county was held at South Bethlehem May 6, 1886, and was pronounced by all qualified to judge a great success. Professors Albro and Sanford presented to the teachers many new ideas and methods, and all in attendance were surely benefited by the profitable and instructive session. Teachers, I do not think, are as averse to attending institutes as formerly, but seem to be appreciating their value more and more. The suggestion of the Department of holding smaller institutes seems to meet with universal favor.

UNIFORM CERTIFICATES.

In regard to keeping teachers abreast of the times, the best stimulus that occurs to me is to increase their salary. In many cases

the recompense of the teacher is not in keeping with the time and money spent in preparation for school duties. Let the teacher be better paid, then let only the best talent be employed, and through this influence the public interest will be aroused and much good will be accomplished. As another means of helping to secure this result some change should be made in the methods of conducting examinations for the granting of certificates. It would, perhaps, be much better if the Department would issue to the commissioners questions for each of the several grades, and that the written answers of the applicants should be submitted to the Department for approval.

EDUCATIONAL JOURNALS.

A great many of the teachers take educational works, and I think it is becoming almost universal with those who intend to make teaching their calling.

NORMAL GRADUATES.

There are several Normal school graduates employed in this district, and their work is generally regarded with favor.

A SUGGESTION.

In respect to any alteration of the school laws, I think it would be well, for one thing, that it should be distinctly stated in the law at what hour the schools should be opened and closed. There seems to be at present no specified time, but left altogether with the trustees.

Thanking the Department for past favors and for the many courtesies extended, I remain,

Yours respectfully,
 GEORGE McDONALD,
School Commissioner.

WEST TROY, November 30, 1886.

ALLEGANY COUNTY—FIRST DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—In compliance with your request of October 22, I respectfully submit the following :

SCHOOLS.

This commissioner district embraces 14 towns and contains 142 districts, 136 school-houses in the county.

VISITS.

I made 260 official visits to schools, found most of the schools doing well, — some not as well, but not always the fault of the teacher. Many trustees, as well as patrons, think the school ought to be taught after their model ; if a teacher tries their plan they are sure to fail.

LICENSES.

I have licensed, including teachers' testimonials and those indorsed, 265 — 7 Normal teachers, 2 State certificates. During the last year it has been rather difficult to find teachers qualified.

SCHOOL BUILDINGS.

I think the condition of school-houses and out-buildings is improving. Two new school-houses have been built during the year, one at a cost of \$900, the other \$450. Ten houses have been repaired. About the same number have been newly seated mostly with new iron desks.

VENTILATION.

It seems difficult to make trustees see that there is any need of proper ventilation or at all necessary that a school-house should be lighted any different than the old ones.

TEACHERS' INSTITUTES.

I have found more opposition to the institute this year than ever before. I account for it because this year the institute was held during the time many of the schools were in session. Trustees and patrons of the schools were opposed to the teachers attending. I am sorry to say many of the teachers found fault, but not any who were in the habit of attending, or those that wished to see how others taught.

EDUCATIONAL JOURNALS.

I think mostly all the teachers who make teaching a business take some educational journal — many take two. Most of those who teach only winters or occasionally do not take any.

ALTERATION OF SCHOOL DISTRICTS. THE TOWNSHIP SYSTEM.

I would be glad if some way could be devised by which school districts could be altered without the commissioners having any thing to do with it. I should be in favor of making each town a district. Let them build as many school-houses as the town needed, and the pupils attend whichever school is most convenient.

Thanking the Department for the many favors received, I remain,
Your obedient servant,

GEO. E. FERGUSON,

School Commissioner.

HUME, November 30, 1886.

ALLEGANY COUNTY — SECOND DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—In compliance with your letter of October 22, 1886, I respectfully submit the following :

SCHOOLS, VISITS, ETC.

There are 120 school districts employing 164 teachers, and I have since my last report made 170 official visits, and find as the result of those visits the teachers doing good work with the materials they have to work with. The village schools are well supplied with every thing that is necessary for the use of teachers, but the country schools are almost destitute of maps, charts, globes and other school apparatus. They generally have a dictionary, and, I think, under the new law will be able to make marked improvement in the course of the next year.

EXAMINATIONS AND LICENSES.

I held public examinations in ten different towns last spring, and nine this fall for the examination of teachers, and judging by the papers handed me last spring, and again this fall, the teachers show a marked improvement in scholarship, and as a result of those examinations I have granted 20 first grade, 86 second grade, including 20 testimonials indorsed for the year, and 161 third grade certificates.

UNIFORM EXAMINATIONS.

The trustees, as a rule, wish to get cheap teachers, and the only way I can see to raise the standard is for the Superintendent to send out all examination papers, and have the same returned to him, and marked upon their merits, and grant no certificate unless the applicant passes a certain per cent of the examination, leaving all other questions to the commissioners to decide.

SCHOOL BUILDINGS.

There has been quite an improvement in the way of repairing and reseating school-houses.

Three new school-houses have been built in the last year ; one of them, in Alfred Centre, is a model building, being warmed and ventilated by the Ruttan-Smead system for public buildings, making it one of the most complete school buildings in the county, and if the law could be amended so as to give the commissioners authority to condemn poor school-houses without the aid of the supervisor of the town, we could in a short time have good buildings throughout the State.

TEACHERS' INSTITUTE.

The institute under the direction of Professors Barnes and Chapin was a success. The average attendance was large, due in a great degree to the certificate of attendance required by you to be sent to trustees before teachers could draw their pay.

The presence of Dr. Milne added interest to the institute, and I am satisfied that your plan of district institutes is correct, having one instructor assisted by the best teachers, and giving practical work for teachers, and making them more like associations would be better for all.

PUBLIC INTEREST.

If you wish to arouse an interest in our common schools, and could devise some means to induce parents to visit the schools, and take an interest in helping the teachers in their work, it would give a new impetus to education, which would be very beneficial in its results.

EDUCATIONAL JOURNALS.

Most of the teachers take either a weekly or monthly educational magazine, and I think they do better work on that account.

NORMAL SCHOOLS.

The Normal schools are becoming more popular every day with the people, and the graduates from those schools are sought after as teachers in preference to those who are not Normal graduates, although they are doing as good work in some instances as the Normal teachers.

AMENDMENTS SUGGESTED.

I think the law in regard to the alteration of school districts ought to be amended so as to leave those matters entirely with the town boards of the different towns.

Some qualification ought to be required for the office of trustee, or else abolish the system, and adopt in its stead the township plan of placing all the schools in the town under a board of education, with full power to employ teachers, build and repair school-houses, and do whatever else is necessary for the schools.

Thanking you kindly for the many favors granted, I remain,

Yours respectfully,

BASCOM P. MAPES,

School Commissioner.

BELMONT, *November 30, 1886.*

BROOME COUNTY — FIRST DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction:

SIR.— In compliance with the request expressed in your circular letter of October 22, the following report and suggestions concerning schools in the first commissioner's district of Broome county is herewith submitted, in addition to the financial and statistical reports already sent in :

NUMBER OF SCHOOLS, ETC.

During the past year there were 115 schools, employing 128 duly licensed teachers for 28 weeks or more. One district employed 8 teachers, one district 4, three districts 2 each, 110 districts 1 each. These schools are scattered throughout seven towns — Colesville, Chenango, Conklin, Fenton, Kirkwood, Sanford and Windsor.

VISITS AND GENERAL OBSERVATIONS.

During the past year I have made about 200 official visits to my schools. In these visitations it has been my purpose to make a thorough inspection in reference to organization, methods of instruction, thoroughness of work, condition of school property, and the degree of interest manifested on the part of patrons of the school. I find some model schools in this county, but I must confess they are the exception rather than the rule. There seems to be too much indifference to real progress, too little earnestness and devotion on the part of trustees, school officers and patrons.

SCHOOL BUILDINGS.

During the past year we have built one new school-house and quite thoroughly repaired several others. In most of these new, patent desks have been placed ; still, there are more improvements of this kind to be made.

LICENSES AND EXAMINATIONS.

I have been surprised and annoyed in regard to the matter of licensing teachers. I have received more than fifty requests to grant certificates without an examination, or indorse expired ones. Our ranks must be purified. The time has arrived for all our teachers to feel the necessity of a thorough preparation. From among the 207 applicants whom I have examined, 160 have received certificates, 100 of the second grade, 50 of the third grade, and 10 of the first grade. I have essayed to select only the best of the material presented, and at the same time retain a sufficient number of teachers for the schools in my district. I have held five public examina-

tions during the year, 1 in April and 4 in August. Notice of these examinations was given in our local papers. In addition to the public examinations I have held myself ready each Saturday to accommodate those who for any cause wished a private hearing. I used printed questions, requiring a whole day's work in the following subjects: Reading, writing, spelling, geography, grammar, arithmetic, physiology and hygiene, methods of teaching and school law.

UNIFORM EXAMINATIONS.

I am of the opinion that examination questions for licensing teachers should emanate from the State Department, to the end that uniformity may be had, and personal influence and political pressure brought to bear may be lessened.

SCHOOL LAWS.

In our State during recent years many important changes have been made in relation to our schools. Comparatively few of our school districts have a Code of Public Instruction of recent date. Much inconvenience, and, in many cases, litigation, would be avoided if districts were provided with the latest edition of the Code. I would recommend that a copy of the existing school laws of our State, with the most important decisions of the State Superintendent, be furnished gratis to districts.

TEACHERS' INSTITUTES.

A teachers' institute for this county was held at Binghamton, beginning April 5, 1886. It was conducted by Dr. John H. French and Professor George Griffith. Three hundred and fifty teachers were registered, most of whom, by their evident interest during the session and by their work in the school-room since, proved that they appreciated the practical instruction there given. The teachers' institutes, as now conducted, are doing efficient work for the cause of education in this district. The many teachers who attend them have broader and more definite ideas of the results to be attained in their work, and better methods for securing such results. I believe that the public sentiment of this district generally approves of the institute; and the action of the Department in arranging for smaller institutes, in introducing more class-room work and in opening the way for teachers to take part in the institute, will meet with favor, and promises better results.

NORMAL SCHOOLS.

The Normal schools are doing a good work. Some of the best teachers of my acquaintance are Normal graduates. It would, however, be useless to say that a person who does not possess the necessary tact and natural ability to teach can become a successful teacher

simply by taking a course of study at a Normal school. As a rule, Normal graduates teach very satisfactorily, and I regret that so few of them are to be found in our common schools.

EDUCATIONAL JOURNALS, ETC.

Most all of my teachers are taking educational papers, and are using them in their schools.

UNION SCHOOLS.

The union schools at Deposit and Windsor are accomplishing good results, and in all of the departments from the primary to the academic, commendable work is being done.

TEACHERS' ASSOCIATION.

In addition to the visitation of schools, the adjustments of district boundaries, the examination of teachers, the apportionment of the public money, and the making of reports, I have labored earnestly, and, I believe, successfully, in carrying on the District Teachers' Association. This has held interesting sessions at which have been given able lectures, and the papers, class exercises and discussions have resulted in great good. Teachers have become extensively acquainted among their associates, have been led to take greater interest and pride in their work, and have been greatly benefited by this co-operation.

In closing this, my second report, I would most gratefully acknowledge my obligations to the Department over which you so ably preside, for the many courtesies extended me; to the teachers, school officers, and my colleague, James L. Lusk, for uniform kindness.

Very respectfully, your obedient servant,

WALLACE THOMSON,

School Commissioner.

WINDSOR, *November 22, 1886.*

BROOME COUNTY—SECOND DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction:

SIR.—In compliance with your letter of October 22, requesting a written report of the condition and needs of the schools under my jurisdiction with such other matter relating to the cause of education as my observation and experience may suggest, I most respectfully submit the following in addition to the financial and statistical reports already sent you:

STATISTICAL.

During the past year there were 99 schools, employing 124 duly licensed teachers for 28 weeks or more; 89 schools employed 1 teacher each; Yorkshire, Port Dickinson, Union Centre, and Maine, 2 each; Vestal, West End, Susquehanna Valley Home and Chenango Forks, 3 each; Union, 4; Lisle, 5; and Whitney's Point, 6.

The following is a summary statement of the more important items contained in my abstract of trustees' reports, for the school year ending August 20, 1886.

Number of children between 5 and 21 years of age, 4,998; number of children attending school, 4,079.

Receipts.

| | |
|--------------------------------------|---------------------|
| Moneys on hand August 21, 1885..... | \$793 48 |
| Public money received..... | 13, 054 23 |
| Raised by tax..... | 18, 756 51 |
| Received from all other sources..... | 2, 499 56 |
| Total | <u>\$35, 103 78</u> |

Expenditures.

| | |
|--|---------------------|
| Paid teachers' wages..... | \$26, 075 63 |
| Paid for libraries | 36 37 |
| Paid for books, stationery, apparatus, etc..... | 167 62 |
| Paid for school-houses, sites, repairs, etc..... | 4, 357 80 |
| Paid for all other expenses..... | 3, 410 47 |
| Amount on hand August 20, 1886..... | 1, 055 89 |
| Total..... | <u>\$35, 103 78</u> |

The average length of term of school was 32 weeks; average number of pupils per teacher, 33; number of inspections by the school commissioner, 203; 6 first grade, 51 second grade, and 70 third grade certificates have been granted, besides 10 Regents' testimonials indorsed.

PHYSIOLOGY AND HYGIENE

were taught in every district.

A GOODLY WIDE-AWAKE

number of teachers take educational papers, attend teachers' associations, and are awake to the advanced ideas of the times.

NEW SCHOOL BUILDINGS.

During the past year seven new school-houses have been built, five extensively repaired, and a large number of patent desks purchased;

giving a total for the past five years of 27 new school-houses, 65 repaired, and over 1,000 patent seats.

CHANGES.

Districts numbers 6 and 15, town of Vestal, have been consolidated and the new district numbered No. 6.

Number 1 of the town of Union has changed to the union free school system.

PRIDE OF THE PEOPLE.

I doubt whether there are many commissioner districts in the State where people take greater pride in educating their children, and where school buildings are kept in better condition.

ARBOR DAY.

At the institute which was the most largely attended of any ever held in this county, the teachers selected the 27th day of April, the birth-day of General Grant, as Arbor Day. The children as well as teachers take pride in its proper observance.

INSTITUTES.

The change in the manner of conducting institutes is worthy a fair trial. None, however, has been held here since your recommendations.

THE CORNELL FREE SCHOLARSHIP,

which, of late years, has been taken by Binghamton High School students, was captured this year by Harry Waltz, of the town of Nanticoke, who has been a most worthy student in the Whitney's Point Academy.

TEACHERS' CLASSES

are growing in public favor, and these with the

NORMAL SCHOOLS

are doing much to raise the standard of teaching. As a friend of the latter I believe they should be kept within the limits of their true work, and not be allowed to undermine other institutions.

It is impolitic to compel tax payers in villages to help support Normal schools and then pay excessive and unjust local taxes to maintain academies which are furnishing so many teachers for the rural districts.

STATE AID

should come to the rescue of the academies through the action of the next Legislature, and that without reducing the present amount of State school moneys.

To take from the half million increase to aid these schools beyond the regular apportionment would, in a measure, undo what we have so long been trying to accomplish for the rural districts. It must be conceded that no class of persons are more industrious, frugal and generous than the tillers of the soil, and that no property is more heavily taxed than theirs.

COMPETENT TEACHERS.

The larger schools have never, since under my supervision, been in charge of more competent teachers. A number of districts have changed from two to three terms, and wisely continue the same teachers even at an increase of salary.

FEWER STUDIES.

By the introduction of so many branches to be taught, school work is becoming superficial. We must have fewer studies and more uniformity in text-books, or devote more time to reading, spelling, reading and arithmetic.

IN ADVANCE OF PUBLIC SENTIMENT.

Not *school-keepers*, but the true *teachers* are in advance of public sentiment, and are not permitted, oftentimes, to act up to the full limit of their experience. In the language of Dr. Hutchins: "No more earnest, patient, self-sacrificing, enthusiastic, and intelligent workers gather around any labor than those who wait on the ministry of teaching."

INCREASED ATTENDANCE.

By hard work during the past year they have caused the average attendance of pupils to be largely increased.

COMPULSORY ATTENDANCE.

As children are educated at public expense, the attendance should be as large as possible; and any person who detains a child from school, or permits one to absent himself without just cause, should be held amenable to law.

The present compulsory school law is of little value, if not a positive hindrance, to the progress of education, and should be either repealed or amended. It is not wise to make it the duty of a trustee to compel the attendance of his neighbors' children. School officers receiving no pay for their services have burdens enough without assuming the duties of police, judge, jury and sheriff.

If compulsion must be resorted to, let special officers be appointed to bring offenders to justice.

The effect of a State Reformatory for habitual truants might be wholesome in a large number of cases. As a rule, however, nothing short of competent teachers will keep children in school.

UNIFORM EXAMINATIONS.

That there may be a greater uniformity in the examination of teachers I would favor the State assuming the examination of all applicants to teach, so far as their literary qualifications are concerned.

LIBRARY MONEY.

That clause in the law which allows library money to be diverted from its proper use should be stricken out.

PLEASANT DUTIES.

A better acquaintance with patrons and teachers, and a more complete understanding of the needs of the schools have made my official duties during the past year unusually pleasant.

A SURE ADVANCE.

While the present school system comes far short of what its most ardent friends may wish, judging from its growth during the past half century, the most skeptical must confess that we are slowly but surely advancing to a higher and nobler educational conception and practice in teaching.

In closing this my fifth annual report, permit me to thus publicly express my gratitude to patrons, school officers, and teachers for their many courtesies; to the press of Broome county for many favors and valuable assistance; to my colleague, Commissioner Thomson, for his co-operation in our official work; and to the Department for many kindnesses.

Your obedient servant,

J. L. LUSK,

School Commissioner.

BINGHAMTON, *November 17, 1886.*

CATTARAUGUS COUNTY — FIRST DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR. — In compliance with your request, I submit the following in regard to the schools in the first commissioner district of Cattaraugus county :

SCHOOLS AND TEACHERS.

The district embraces 14 towns, located in the eastern portion of the county. There are 149 school districts, 10 of which are joint

districts with school-houses not in this county, leaving 139 school districts subject to my visitation.

There were employed, for 28 weeks or more, 190 teachers, 1 held a State certificate, 9 are graduates of Normal schools, and the others were licensed by local officers. The whole number of different teachers who taught during the year was 331, of whom 68 were males and 263 were females.

VISITS AND IMPRESSIONS.

During the past school year I made 296 school visits. I think, taken as a whole, the schools of the district compare favorably with any former year. There is an evident increase in the interest taken in the union schools and in those of the larger villages. Competent teachers are employed and the patrons are taking local pride in having a good school. Quite a goodly number of the rural districts are now having three terms of school instead of two, as in former years, showing a desire to go beyond simply what the law compels.

The number of unexpired licenses in this district is 220. Sometimes there is not so much difficulty in finding well qualified teachers, as there is in well qualified teachers finding remunerative employment. When public sentiment demands a better article in any line, there will be an effort to supply the demand.

CONDITION OF SCHOOL BUILDINGS.

The condition of the school buildings is better than one year ago. District No. 1, Olean, has nearly finished a new brick school-house, intended to accommodate eight departments; District No. 4, Olean, has built an addition to their brick school-house, giving two additional departments; District No. 2, Olean, has built a new school-house at an expense of about \$1,200; District No. 1, Franklinville, has built, since the last annual school meeting, an addition to their school-house which now has three departments. All the buildings mentioned have been seated with patent seats. Several other houses have been repaired, and I think two new houses have been erected since the last annual meeting.

INSTITUTE.

Professors Barnes and Belknap conducted the institute. It was a success, the attendance was large, the instruction good. Quite a goodly number of the leading citizens of the place attended nearly every session. The older and a share of the more advanced teachers found some fault with the institute. The former, because new methods were presented, the latter, because they knew these things already. The great mass of the teachers were benefited, yes, all, if they would admit it. Every well-conducted institute helps to create a healthy public sentiment and does good work in creating a demand

for teachers who are up with the times. We were not successful in getting teachers to take part in the institute work, therefore cannot draw conclusions. I am in favor of institutes and in favor of the law compelling attendance. If they are worth the outlay, teachers should attend them and get the benefit. If they are not what they should be, let them be made better. Let carpers and critics say what they will, the institute has done good in the past, and, if properly conducted in the future, it will be an important factor in the training of teachers.

STATE CERTIFICATES.

During the session of the institute, an effort was made to stimulate teachers to make better and more thorough preparation as teachers. An organization, called the Teachers' Literary Union, was formed of the teachers of the first commissioner district of Cattaraugus county.

About 50 became members, agreeing to take up courses of study and reading, having in view the getting of State certificates and a better grade of local certificates, examinations to be held by persons chosen by the commissioner appointed by members of said Union. We hope for good results from this effort.

I think about one-third of the teachers take educational journals, and the number is increasing.

NORMAL SCHOOLS.

I think very favorably of the work of Normal schools. They give special preparation for special work, a matter of recognized value in every calling. In comparing the work of Normal graduates with that of other teachers, it is somewhat difficult to institute a true comparison, for the Normal teachers are so few compared with the whole number. Some of the best schools are seeking Normal teachers, and where they are employed, as a rule I think, there is a growing tendency not only to retain them, but to employ more.

THE TOWNSHIP SYSTEM.

I referred in my last report to the township system, instead of the common school district, making the town the unit, and not the individual district. The almost endless controversies about district boundaries would be largely obviated; new school-houses could be built, the needed repairs on others could be made; and a better uniformity of text-books could be obtained, each of which would be a help toward better schools. I would recommend legislation to this end.

UNIFORM EXAMINATION OF TEACHERS.

The examination of teachers should be based upon a uniform standard and not left as now to the several school commissioners of the State, no two of whom are uniform in requirements. If the

Department of Instruction would establish some definite minimum standard, it would be of great convenience to commissioners, and of lasting good to our schools. If the commissioners could say to applicants for certificates, the law requires that you pass a specified examination, they would realize the importance of preparation, and govern themselves accordingly.

In conclusion, I wish to thank the Department for the many courtesies received.

Respectfully submitted,
NEWTON C. McKOON,
School Commissioner.

ELLCOTTVILLE, *December 7, 1886.*

CATTARAUGUS COUNTY — SECOND DISTRICT

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR. — In response to your request of October 20, I submit the following :

SCHOOLS AND TEACHERS IN THE DISTRICT.

There are 145 school districts in this commissioner district, employing 189 teachers. There are 5 union schools, of which Salamanca, employing 16 teachers, is the largest. There are 13 common district schools, employing more than 1 teacher each.

VISITS.

This district comprises about 600 square miles of territory, and to visit all the schools once means to ride nearly all the time. During the year I have made over 200 official visits to the schools, have held 20 public examinations, have organized 2 new districts, and changed the boundaries of 4 districts.

Most of my visits were made to the rural schools. These schools are scattered over all sorts of country, and vary in valuation from \$8,000 to \$100,000.

IMPRESSIONS.

As a general statement I think these schools are slowly improving. Occasionally one employs a teacher of superior qualification and ability, but most of these schools are far, very far, from good schools yet. If there is any one subject that should receive the thoughtful consideration of the Department, it is the improvement of these rural schools. Here is the weakest link in the chain.

Our village schools, as a rule, are in charge of competent and successful teachers, and are accomplishing good results.

NEW BUILDINGS

have been completed in four districts during the year, and the tax is voted for three more, to cost \$800, \$1,500, and \$15,000 respectively.

We have many old buildings in the district, but several will be displaced by new ones in the near future.

EDUCATIONAL JOURNALS

are read by nearly all the teachers. I require young teachers to subscribe for one before I will grant their first certificate. I could not tell the number of such journals that come to this district, but in this respect our teachers are quite enterprising. We have a circulating library of about 75 volumes on purely educational subjects, and these books are read with eagerness and profit by the teachers.

THE INSTITUTE

is a means of much assistance to the teachers and probably is worth all it costs. The institute in this district this year was a marked success so far as the number of teachers registered, and the regularity of attendance. The work of Professor Barnes on language was well thought out and will be productive of much good. The common impression among the teachers was that the work of the assistant conductor was not what it should have been.

If all teachers must attend, then the work should be graded, so that primary teachers and *principals* may be instructed in primary methods, and those teachers who are working in the intermediate grades or in some of the rural schools may have more advanced work. The teachers of this district do not seem willing to take part in the work of the institute. Professor A. B. Davis, of Salamanca, gave a very interesting talk on elementary science, illustrating his remarks by simple chemical experiments.

Miss Joliette Simmons, principal of the South Side school in Salamanca, also volunteered an exercise. Teachers say "if the State compels us to attend the institute, let the State furnish instruction for us while there."

DISTRICT BOUNDARIES — SUGGESTIONS.

The power of altering district boundaries should be lodged in town officers — the assessors and supervisor. These men would be familiar with the extent, condition and needs of each district, and could determine these matters better than any one else; and by these men doing this business the commissioner would have many more days to spend in schools that are now wasted in trying to study out the proper thing to do about an application to change a district boundary. This work is more in line with the assessors' work, and they have plenty of time to attend to it, while the commissioner can attend to it only by taking his attention from his proper work.

UNIFORM EXAMINATION.

I believe all certificates should be issued by the State Superintendent. Let commissioners hold examinations, and at the close of each examination mark all answers that are wrong, and then send the questions and answers to the Department for review. Then let the State Superintendent grant certificates upon all papers that are satisfactory. This would be an improvement upon the present plan in many ways: (a) It would add value to the certificate; (b) All applicants would need to appear in the class, and none could come straggling along to the commissioner's office for examination at a time when that officer should be otherwise employed; (c) It would do away forever with totally incompetent teachers.

A man must be made of "sterner stuff" than most are who can resist the pressure of neighbors and friends to license those who do not deserve the certificate. In brief, it would place the licensing power beyond the reach of local influence, and then certificates would all be given upon the merit of the examination papers.

PROFESSIONAL TRAINING.

After two years of observation among the rural schools of this county, I am satisfied that the thing most needed to improve these schools is professional knowledge on the part of the teachers. But where are these teachers to acquire professional knowledge and training? The Normal schools are good, but are too expensive for the teachers in our rural schools. The teachers' institute is good, but its sessions are of too short duration. There is one other source — the teachers' classes in academies — but the value of the professional (?) knowledge disseminated here is questionable. The Empire State has done much to aid and improve her teachers, but I think the time has come for a new and better plan for aiding. Instead of teachers' institutes and teachers' classes in academies we should have local training schools.

I believe if the money paid the schools as rewards for cramming enough to "pass the Regents," and the money paid for institutes could be used toward paying the expense of a training school in each county, where there is no Normal school, the results, to the State, would be *vastly better* than now. Let these schools be purely and strictly training schools. Require all applicants before admission to pass a satisfactory examination in the subject-matter of the branches taught in our common schools, then no one would think of attending one of these schools except to prepare for teaching.

Make the course short enough and cheap enough so a person could afford the time and money as a preparation for work in our rural schools. Here is where the Normal school fails. The cost in time and money of a course in a Normal school is so much that the Normal graduates cannot afford to teach for the wages the rural districts are able to pay. On the other hand a person cannot afford the expense of a Normal course as preparation for work in our rural schools.

So long as time shall last the teachers' classes in academies and the teachers' institutes will fail to give us professional teachers in our rural schools.

Instead of these then establish training schools. Make the work of these schools strictly and exclusively on methods of instruction and school management. Make the course short, say forty weeks.

After such a school had been established two years in a county, allow no one to teach unless she held a Normal diploma, a State certificate, or a diploma from one of these training schools.

This scheme is feasible, and once put into effect it would work wonders in the way of improving our rural schools.

I am,

Your obedient servant,

G. W. BOYCE,

School Commissioner.

LITTLE VALLEY, December 3, 1886.

CAYUGA COUNTY — FIRST DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—Complying with your request, I submit the following brief report :

SCHOOL DISTRICTS.

This commissioner district embraces 10 towns, having 116 school districts, 105 of which have school-houses in this county, and employing at the same time 131 teachers.

OFFICIAL VISITS.

The number of official visits made by me during the last year was 224, or, including departments, 260. The number of visits made in any one day never exceeding 3.

TEACHERS AND THEIR WORK.

The number of teachers employed during the year, as per abstract, was 229, but, as many of these were duplicated by changing places, the actual number employed was about 190. Of these, the majority do honest and efficient work, while others are retained only as a matter of necessity.

IMPRESSIONS.

The impressions received by my visits are, in most cases, satisfactory, resulting mainly from the almost uniform work in the following particulars :

- (a) Primary reading by the word method.
- (b) Written work in all reading classes below the fifth.
- (c) Spelling by writing in all classes, from dictation in the advanced, and copying in the other grades.
- (d) Physiology, either oral or by text-books.
- (e) Analysis of sentences by the use of diagrams.
- (f) In many schools, oral or written work in language lessons and composition.

CONDITION OF SCHOOL BUILDINGS.

The school buildings, with the exception of about 6, are good, there having been 9 new houses erected, and 28 thoroughly repaired within four years. The out-buildings in many districts are in shameful condition.

TEACHERS' INSTITUTE.

The teachers' institute held the present year gave better satisfaction than any previously held for many years. The reasons for this are, first, fewer teachers (180 registered) and these better acquainted with each other, resulting in more freedom; second, practical school-room work, including an organized class, and third, the employment of home talent, together with our good fortune in having the assistance of Dr. Stowell, of Cortland, for two days.

There was at the institute a *larger* attendance from this commissioner district than ever before, a far better *average* attendance, and much less *fault-finding* by teachers with the work done.

EDUCATIONAL JOURNALS.

About one-third of our teachers take school periodicals; about one-half own and study some book on methods, a most decided improvement in these particulars being manifest within two years.

NORMAL SCHOOLS.

I have recommended about six a year for appointment to the Normal schools, while having but about two graduates from these schools employed each year.

I think it is the general impression in the country that the State is paying too much for Normal schools, while the district schools are so poorly maintained.

SUGGESTIONS.

As to suggestions to the Department and recommendations for legislation, I would most respectfully suggest:

Trustees' reports.—First, that trustees' reports be simplified, and to this end, until the enforcement of the law, that compulsory statistics be omitted, and vaccination items be left entirely with the town board of health.

Pupil quota.—That the *pupil quota* (?) be omitted from the apportionment, and consequently the *district census* be omitted; that all of school age who attend school shall draw public money, whether residents of the district or not.

Library money.—That no apportionment of library money be made.

Joint district.—And finally, that but one report be made by the trustee of a joint district.

Contracts.—I would also advise that in each school register there be at least four (or four pairs) of brief teachers' contracts, with a note explaining to trustees and teachers that only a written contract is legal and binding.

Attendance at institutes.—I would also advise that instead of requiring districts to pay for the time of a teacher while attending an institute, that the State shall pay their expenses in something like the following manner:

1. Each teacher present at an institute for four days or more shall receive from the commissioner a certificate of attendance.

2. If this teacher shall be employed in any school in the State within one year, for 12 weeks or more, the commissioner shall send such certificate of attendance to the State Superintendent, who shall issue a draft amounting to \$1 or more per day, to be paid by the county treasurer of the county where such teacher was employed.

3. Following this should be a law, by which no one shall be deemed qualified to teach who has not attended at least one institute or a Normal school one term, or a teachers' class one year, or who has not a preliminary certificate from the Regents.

At present there are no tests except the will or work of the commissioner.

Annual school meeting.—At present many of our schools desire to have a fall term, to begin September 1, but as the school meeting to elect a trustee comes on the last Tuesday in August, which in some cases is the last day of August, no time is given to arrange. Let the school year end the first Tuesday of August, and the annual meeting be held on the second Tuesday of August, and this will be remedied, and will also better accommodate all grades of schools.

Text-books.—If some arrangement could be made by which all schools of the same grade might have the same text-books, more efficient work might be done.

Distribution of school law.—It would be a great satisfaction and benefit to trustees if a cheap edition of the school law, without comments, could be furnished to each district.

Out-buildings.—As many school yards are not now a quarter of an acre in extent, and many out-buildings are in shameful condition, a law should be passed requiring each district to at once make their school grounds to include at least one-fourth acre, and to provide two privies well separated on the yard.

Uniform examinations.—A plan of uniform examinations by the

State might, by proper arrangement, be made to result in more effective and uniform work.

Term of school.—The required time for school should be made 30 weeks instead of 28, and the school fund be obtained by a fixed rate of at least one and one-fourth mills per dollar.

Respectfully submitted.

JOSIAH GAILEY,
School Commissioner.

STERLING STATION, *December 1, 1886.*

CAYUGA COUNTY — SECOND DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—In compliance with your request of October 22, I respectfully submit the following report, concerning my work during the past school year :

SCHOOL TEACHERS.

This commissioner district contains 130 school districts having school-houses in this county. The number of teachers employed at the same time was 145, and the number of different teachers employed was 236, 63 males and 173 females. Of the 236 teachers who were employed, 5 were licensed by the State Superintendent, 4 by Normal school, and 227 by school commissioner; 41 teachers taught in the same school during the whole year.

VISITS AND OBSERVATIONS.

I made 202 official visits to schools, visiting every school in the district but 3. They were closed when I reached them. I found many school-rooms destitute of school apparatus of any kind, some with neither shades nor blinds for the windows, and a few with no blackboard.

During the year, however, there has been considerable improvement in the appearance of many of the school-rooms. Some have been ceiled and painted, thus doing away with plaster, with the unsightly holes or patches which usually accompanies it. In others, the walls have been papered and shades provided for the windows.

The law, permitting trustees to expend \$15 in each year for school apparatus, will, I think, soon supply each district with a reasonable amount of apparatus. Several trustees have already purchased maps.

The improved appearance of school-rooms is, I think, mainly due to Superintendent James E. Morrison's circular of January 26, 1886.

EXAMINATIONS.

I held 20 public examinations, at different places, and examined over 250 different persons, 6 of whom received first grade licenses, making the number of teachers in the district holding first grade licenses 14. I also granted 17 second grade and 47 third grade, and renewed 99 second grade and 94 third grade licenses.

I have examined a few teachers at my house. At the public examinations the work has been written, and at the private examinations partly written and partly oral. Third grade licenses only have been given to beginners. I have found it difficult to procure *amply* qualified teachers to supply the needs of the schools.

SCHOOL BUILDINGS.

The condition of school buildings is fair, and is improving. One school-house has been built, several have been repaired, and six have been furnished with the best of modern seats and desks during the year. Every school-house is provided with one or more out-houses, some of them are not what they should be and are not properly located, but there has been improvement in this respect also; several have been built and some have been moved to more suitable locations.

TEACHERS' INSTITUTES.

Our institute, which was held at Moravia during the first of November and conducted by Professor S. H. Albro, was entirely satisfactory to the teachers who attended, with perhaps a dozen exceptions; 130 of the 146 teachers who are now teaching in this district were in attendance during nearly the entire session. Those who did not attend are nearly all farmers, who teach only during the winter months. I believe that all but one of the teachers of the 64 schools which were closed on account of the institute attended; she was sick.

I have heard less complaint, from trustees, about paying teachers for institute week than I heard last year, when only half as many schools were closed.

The action of the Department, opening the way for teachers to take part in institute work, promises to greatly increase the value of the institute to the great mass of our teachers, *i. e.*, those who are teaching the schools in the rural districts, many of whom have no other opportunity to learn any thing of the newer methods of teaching.

UNIFORM EXAMINATIONS.

The question of uniform examinations throughout the State, was discussed and the following preamble and resolution passed by the members of the institute:

“WHEREAS, The present system of school commissioner examinations throughout the State is not uniform, and as it is the sense of

the teachers of the second commissioner district of Cayuga county that such uniformity is desirable,

“*Resolved*, That we, the members of the teachers' institute for said district, request our representatives in the Legislature to use their influence to secure such legislation as will cause a uniformity in examinations throughout the State.”

EDUCATIONAL JOURNALS.

About one-half of the teachers of this district read purely educational journals.

NORMAL GRADUATES.

Only five Normal school graduates are now teaching in this district. They are doing excellent work.

SCHOOL DISTRICT BOUNDARIES.

I find the records of school district boundaries, in most of the towns of the district, to consist, only, of a list of the names of the real estate owners of the several districts. I failed to find any record whatever in one town.

DIVERSION OF LIBRARY MONEY.

The library money, in all but three school districts, is used in the payment of teachers' wages; and the district libraries, with a few exceptions, are not used. Why not discontinue the apportionment of the library quota?

MORE SCHOOL ADVISED.

Many of the trustees manage to have *just* 28 weeks school in the year. I would suggest that every district should maintain a school for at least 32 weeks, to entitle it to a district quota; and that the State tax be increased enough to meet the extra expense thereby incurred.

SUGGESTIONS.

In closing, I would make the following suggestions:

First. That trustees hold office at least two years, and that they receive compensation for their services.

Second. That trustees' reports be simplified; comparison of reports on file will show that many of the figures are worthless.

Thanking the Department for favors, I remain,

Yours respectfully,

GEORGE PECKHAM,

School Commissioner.

MORAVIA, November 27, 1886.

CHAUTAUQUA COUNTY — FIRST DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—In compliance with your request of recent date, the following special report relating to the schools of this commissioner district is respectfully submitted :

STATISTICAL.

| | |
|--|---------------|
| Number of school districts..... | 149 |
| Number of teachers employed..... | 183 |
| Amount paid for teachers' wages | \$38, 303 00 |
| Amount raised by local tax..... | \$26, 592 00 |
| Total cost of education..... | \$50, 497 00 |
| Valuation of school property | \$175, 305 00 |
| Average valuation per district..... | \$1, 176 00 |
| Number of children of school age | 7, 121 |
| Number attending school..... | 5, 792 |
| Average daily attendance..... | 3, 329 |

VISITS AND OBSERVATIONS.

I have made 84 school visits during the year. I have endeavored to visit all schools where young and inexperienced teachers were employed, and as many others as time would permit. It has been my custom to examine carefully the course of study, the methods of teaching, management and discipline of the school, etc., and make such suggestions as each respective case seemed to demand.

I know of no more difficult position for any young person to acceptably fill than teacher in a country school. He often finds that to his ordinary and legitimate duties is added a settlement of many home and neighborhood troubles which intentionally or otherwise find their way into the school. The grievances of children are magnified ; his own acts are often unjustly criticised and his motives impugned.

Notwithstanding all these things, I am able to report no failures during the year which can be attributed to the teacher.

Sixty-eight teachers were continued in the same school throughout the year, and many others had previously taught one or more terms in the same district.

Taken all in all, the schools in this commissioner district are well attended, well taught and the teachers usually well paid.

LICENSES.

I have held 22 public examinations for the purpose of examining and licensing teachers, and granted 33 licenses to persons who had never taught.

These examinations have been principally written and have embraced the following subjects: arithmetic, grammar, geography, spelling, physiology and hygiene, reading, history, civil government, theory and practice of teaching.

I have no trouble in finding a sufficient number of amply qualified teachers, but experience considerable difficulty in keeping them engaged in the work, for it is a comparatively easy task for a well qualified teacher to find more lucrative employment than teaching school.

CONDITION OF SCHOOL BUILDINGS.

Two new school-houses have been built, one in district No. 3, and the other in No. 22, in the town of Harmony.

Many of the school-houses throughout the district have had good and substantial repairs made on them during the year.

TEACHERS' INSTITUTE.

Our institute held last October, at Dunkirk, was at a time when many schools were closed, yet 79 trustees reported that their schools were closed for the purpose of allowing the teachers the privilege of attending the institute, and that no deduction was made in their pay.

Upon the recommendations contained in your circular letter of June 24 last, there will be two institutes held in this county this year. The one for this commissioner district will be held at Mayville, commencing November 29th, and continue during the week.

Several of the principal teachers of the county will assist Professor S. H. Albro at this institute. A secretary will be appointed, whose duty it will be to keep a record of the work done and its character, and promptly report the same to you.

TRUSTEES' ANNUAL REPORTS.

I consider it very important that some change should be made in the form of the trustees' annual report, and will make the same suggestion that I made in my report last year, that the trustees should be required to answer fully all questions contained in their annual reports to the school commissioner, or the report should be abandoned, and a form of report substituted that would more clearly indicate what information is needed by the Department.

It is the exception and not the rule to find a trustee's report fully and correctly made. Unquestionably this is due to the fact that so much is required that it confuses the mind of the trustee, and he will, therefore, answer such questions as he considers important, and the balance will be entirely unanswered, or the answers will be intentionally evasive.

Much more time is usually given by the commissioner in making needed corrections in trustees' reports than is given to the making of his report to your Department.

Thanking the Department for the many favors extended, I remain,
Your obedient servant,

C. H. WICKS,

PANAMA, December 1, 1886.

School Commissioner.

CHAUTAUQUA COUNTY — SECOND DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—Complying with the request expressed in your circular letter of October 22d, I respectfully submit the following supplemental report for the second commissioner district of Chautauqua county :

SCHOOLS, SCHOOL DISTRICTS, AND TEACHERS.

There are in the territory comprising this commissioner district at present, 139 school districts, five being joint districts, and six union free school districts. These districts have all maintained schools for 28 weeks or more during the past school year, employing 216 teachers. Of these teachers, 20 held Normal school diplomas, 4 State certificates, and the remainder were licensed by local officers.

LICENSES.

I have issued during the year 18 first grade, 129 second grade, and 63 third grade certificates. These licenses have been granted to applicants who showed themselves able to pass thorough examinations in the common school studies, including physiology and hygiene (with especial reference to the effects of stimulants and narcotics upon the human system), civil government, United States history and theory and practice of teaching. I have held 18 public examinations, and as few private ones as possible. Amply qualified teachers are in demand in this commissioner district. I have endeavored to raise the standard of qualification as the number of applicants increased, having considered it one of my official duties to fill the schools the district over with the best teachers possible.

VISITS.

I have made during the past year 116 official visitations, and have in most instances found the schools in a progressive condition. The few Normal graduates who are teaching in our schools are doing excellent work.

PROGRESS.

A retrospect of a few years brings to my mind very clearly that progress is being made in this commissioner district in methods of teaching. And in no branch is this more noticeable than in primary reading. Formerly very many of our teachers were using illogical methods, but now nearly all use the word method or a combination of this with the sentence method.

TEACHERS' INSTITUTES.

One important factor in bringing about this change has been the teachers' institute. I find teachers in our schools to-day successfully

working out the sound lines of instruction on this important subject given by Professor F. P. Lantry, at the Chautauqua institute, held at Mayville in 1882. I think at no time have the institutes offered so much practical instruction to teachers as under the present method of conducting them. I most heartily commend the plan, and feel it not only my duty, but a pleasure, to uphold the work. Our best teachers are those who are the most regular in attendance at our institutes. Formerly one complaint, and the principal one, heard of the institute work was, "It is impractical." Now the commissioner, co-operating with the conductors, can make it the kind most needed by the teachers. I know of no way of bringing as much needed instruction within the reach of teachers, and those expecting to teach, as the present teachers' institute of the Empire State.

OUT-BUILDINGS.

There is need of legislation relating to school district out-buildings. And it should be such that a mandatory construction can be easily put upon it. While many of the common school districts of our State show commendable enterprise in the manner in which they provide and keep in repair the out-buildings on their school premises, there are many instances where the location and condition of school privies are a disgrace to the community, and demoralizing to the pupils. It should not only be possible for a trustee, with or without a vote of his district, to provide and keep in decent condition two privies properly located on the school premises, but it should be made obligatory upon him to do this.

APPORTIONMENT.

The present method of apportionment of public school money, I think, should be changed in two particulars:

I. In the apportionment by the school commissioners in the several counties, the one-half now divided among the school districts and parts of districts, according to the average daily attendance in school, let the basis of division be the aggregate number of days' attendance in school during the school year. This would stimulate districts to have more weeks of school at a time of year when the attendance would be the most regular, and much inconvenience to trustees in making annual reports, and to commissioners in making their reports and in apportioning the public money would be avoided.

II. Do away with the library money, so called. Let it be apportioned with, and used for the same purpose as the fund now applied to the payment of teachers' wages. Then give districts power to raise by tax money for library purposes. In most school districts the district library is a thing of the past, the money being used for payment of teachers' wages; and I doubt the advisability, in the present age of cheap current literature, of trying to keep up these libraries.

JOINT DISTRICTS.

I am troubled to get accurate reports from joint districts. While many commissioners are recommending the abolition of these districts as joint ones, advising that they be considered as lying wholly in the county in which the school-house is situated, I cannot see how in justice this can be done, as the basis upon which your department apportions among the several counties a part of the public school money is the population of the respective counties as shown by the last census.

CODE OF PUBLIC INSTRUCTION.

I hope to see the next Legislature provide for the compilation, publication, and free distribution to school districts and school officers of a revision of the present Code of Public Instruction.

UNIFORM EXAMINATIONS.

I fully indorse what Commissioner Smith, of Monroe county, recommended in his special report to your department last year, in relation to a uniform standard of commissioners' examinations throughout the State. I quote from his report: "In order to secure a uniform standard of examination throughout the State, and thereby to unify and strengthen the system, I recommend that but two public examinations be held in the several commissioner districts during the school year; that the Superintendent of Public Instruction appoint the days, two in number, on which each examination shall be held; that the examinations be respectively held on the same two successive days throughout the State; that the questions to be used, at each examination be prepared by a committee composed of seven school commissioners selected by the Superintendent; that the questions so prepared be printed and furnished to the commissioners at the expense of the State; that school commissioners be required to use said questions in their examinations, and to grant certificates to such and such only as pass said examinations."

A BRIGHT OUTLOOK.

The outlook for the cause of public education in this part of our State is very auspicious. In my opinion it has never been brighter. Hasten the day when our public schools, of all classes, may be free in all departments to all pupils.

With thanks for courtesies received from your ably managed department,

I am, respectfully, your obedient servant,

E. J. SWIFT,

School Commissioner.

FORESTVILLE, *December 1, 1886.*

CHEMUNG COUNTY.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—My reports, financial, first and second statistical, have been forwarded to the Department.

I now have the honor to submit this special report in compliance with your circular of the 22d ult.

THE DISTRICT AND ITS SCHOOLS.

This commissioner's district is situated in the opulent valley of the Chemung, some fertile, broad, creek valley and the gradual slopes therefrom rising into the hills that surround them, the district being spread over 400 square miles of territory, which is the area of the county save the city of Elmira.

This territory is divided into 116 school districts. Within these boundaries 6,407 children of school age were reported, of whom 4,633 attended school, with an average daily attendance of 2,776 pupils. These pupils were instructed by 139 teachers teaching at the same time an average of 32 weeks for every district.

Every town in our vicinity is tapped by one or more of the seven large railroads which enter our area paying a money tribute to a vast number of schools, thus greatly relieving a large number of districts from the so-called burden of local taxation. With few exceptions our districts are financially able to properly sustain progressive schools, and in the light of this fact I have urged with will and pen, that the school property be put in better condition, that better teachers be employed at an increased salary, and that a greater number of weeks of school be taught. After studying the condition of the schools of this county I realized that the three conditions named above were the salient ones for which I should give my greatest attention to accomplish, and to these ends this year has been gratifyingly progressive, as may be seen in other parts of this report.

Thirteen of the twenty commercial centers of the county have schools of two or more grades. All these schools are doing good work and in a flourishing condition, with a single exception.

The flourishing academy at Horseheads employing seven teachers, instructs a teachers' class for one or two terms each year. Increased attendance has necessitated the employment of a fifth teacher at Southport, No. 17. Wellsburgh and Van Ettenville each sustain three departments. Breesport with two grades in their schools is about to engage the third teacher.

CONDITION OF SCHOOL BUILDINGS.

A great improvement is noticeable in the matter of building new school-houses, in the substantial repairs of the old ones, and in the

improvement of seating the school-rooms. The record made along this line is a fair one on which to report. There is much yet to be done, though I have little doubt that ere the report of another year shall be submitted every school-house in this county will be in such a condition that the expense for repairs thereafter will amount to but a trifle for some years to come.

The improvements and the needed improvements on school-houses are shown, by towns, in the following summary :

Ashland.—Repairs have been made in districts Nos. 1 and 3; Nos. 1, 2, 3 and 4 have patent seats.

Baldwin.—New school-houses should be built in districts Nos. 2 and 5; slight repairs are needed in Nos. 1 and 7; in No. 4 the desks are not comfortable or convenient; Nos. 3 and 8 have patent seats.

Big Flats.—Repairs have been made in districts Nos. 1 and 2; Nos. 1, 2, 6, 7 and 9 have patent seats.

Catlin.—Repairs are needed in Nos. 1, 2, 3 and 8; districts Nos. 4, 5, 6, 7, 9 and 14 have patent seats.

Chemung.—Extensive repairs have been made in districts Nos. 11 and 17; slight repairs have been made in Nos. 1 and 4; a new house erected in No. 9; repairs are needed in Nos. 5 and 14; the desks in Nos. 5, 10 and 15 are not comfortable or convenient; Nos. 1, 2, 7, 8 and 12 have patent seats.

Elmira.—Extensive repairs have been made in No. 6; a new house should be built in No. 2; Nos. 4, 5, 6 and 7 have patent seats.

Erin.—Extensive repairs are needed in districts Nos. 1, 5, 11 and 12; districts Nos. 3, 6 and 13 have patent seats.

Horseheads.—Extensive repairs have been made in districts Nos. 9 and 10; the desks in districts Nos. 5, 6 and 8 are not comfortable, or convenient; Nos. 1, 2, 3, 4, 7, 9 and 10 have patent seats.

Southport.—Extensive repairs are being made in district No. 1; extensive repairs have been made in districts Nos. 5, 6, 7, 9, 14 and 17; new houses have been erected in districts Nos. 10 and 15; repairs are needed in No. 3, and the seats are not comfortable or convenient; Nos. 1, 4, 5, 7, 9, 11, 14, 15 and 17 have patent seats.

Veteran.—New house has been erected in No. 5; new house should be built at once in district No. 14; repairs have been made in district No. 4; repairs are needed in No. 12; districts Nos. 1, 3, 5, 9, 10, 11, 13 and 16 have patent seats.

Van Etten.—Repairs have been made in Nos. 10, 11 and 15; more repairs are needed on No. 15, and in No. 10 an addition or a new building should be erected to accommodate the children.

The out-houses on our school grounds, with the exception of three or four, have been put in such passably good condition that hereafter I shall refrain from reporting on them. By persistent urgency on my part 92 of these buildings have been overhauled.

In many cases the location of our school-houses and the division of our districts are great barriers to the better results which otherwise might be secured, were these locations and divisions made more in accordance to the convenience of the more modern population rather

than left where the earlier settlers designated. In some sections I find school-houses less than a mile apart, while in other sections, as thickly populated, the distance between them is not far from six miles. This whole county, comprising 116 districts, ought not to have more than 85 school-houses. If the old school-houses were out of the way the best manner of arranging rural districts would perhaps be to divide a town into districts containing a school-going population of about 200, and then locate two or three primary schools at convenient places, and locate a grammar school somewhere near the center of the district. The younger pupils would thus enjoy school privileges by walking a short distance, and the older pupils would obtain a better education by going a little longer distance. At three different points in this county, four different schools might conveniently be merged into one school, and thereby derive the advantages of a graded course of study.

SCHOOL APPARATUS.

The result of no other part of my efforts has been crowned with as little success as my endeavor to get our schools supplied with suitable apparatus. Few schools comparatively are well supplied. Trustees do not seem to be impressed with the usefulness, do not realize the well nigh absolute necessity of appliances and apparatus for elementary teaching. But few can be induced to expend even the amount which the law authorizes to so expend. I am convinced that if our schools are to be properly supplied with apparatus, it must be done in some other way than by optional local taxation. The State ought to designate certain articles of apparatus with which it should demand that every school must be supplied; and any school, after a specified time, found not owning the designated apparatus should thereby work a forfeiture of so much of the public money, as that part which is the difference between the amounts apportioned to the district according to the number of children and the average daily attendance. This forfeited amount to be apportioned to the other schools of the commissioner's district. In this modified way of compulsion the schools would, like that of institute attendance, soon be supplied.

TEACHERS' INSTITUTES.

Our last institute enrolled 242 teachers with an average attendance of 207. All schools in the county were closed and every teacher then teaching in the county was present save one. This institute did an immense amount of good, but the ideal excellence of a perfect institute is not yet reached. I believe it has now about passed through one stage of its growth, only to enter upon another, capable of still greater benefits. It is difficult to address to one body such instructions as will benefit all grades of teachers. There would be a great advantage in dividing into sections according to grades. Let the first section consist of those holding first grade certificates, and

those teaching the higher grades of graded schools; the second section, those holding second grade certificates; and the third section, of those holding third grade certificates, and those teaching primary schools from the intermediate down. Two or three sessions of the institute should be devoted to "experience meetings." At these meetings difficulties are stated, and remedies suggested by teachers, instructors and commissioner; thus all get the benefit of the best methods devised for the regulation of minor practical matters. Greater practical results might be derived from our institutes, were the instructors required to have learned by experience the theories which they teach. Before this element of our institute can be marked a success, these men must learn the many things they do not know, cannot conceive of. We want instructors of practicality. Theory isn't practice any more than air castles are realities. For a time they should take the field of a commissioner's school visitation, and learn from the real condition of these schools situated where mountains rise and dales descend.

LICENSING OF TEACHERS.

The teachers, especially the younger teachers, exhibit a commendable zeal in making an effort to prepare themselves thoroughly for their work. As proof of this assertion let me state the fact that 37 whom I refused to license last year have returned from a year's course of study in some school, and have passed quite creditably my examinations, for which they receive licenses to teach. From among their other improvements, I would be undutiful did I not mention their advancement in pedagogical reading. Two years ago there were scarcely any of the teachers readers of educational journals; now there are about 170 papers on educational methods read by the teachers of this county. The regularity of attendance at institutes and other educational gatherings, and the eagerness with which our teachers seem to receive the instruction, all inspire one with the idea that they are gathering reserved force with which to better the work of their teaching. Our teachers are not perfect, but progressive; and while that progressiveness continues I am content. I have been very particular in selecting them, and know they would compare favorably in teaching ability with those of other counties. Though my methods in licensing are called rigid, teachers begin to realize that it is for their benefit as well as for that of the schools to shut out incompetency. My motives thus being realized, how much more agreeable my work. From the higher educational institutions knowledge is diffused to that extent in this county, that it is not necessary to license any others than amply qualified persons to teach the schools within the borders of this enlightened district. The indifference with which some trustees select teachers, often taking into consideration little else than the financial question, renders it important that the commissioner be very cautious whom he licenses to send forth into the county to be picked up by this indifferent class of school

officials. In most cases, however, the past year wise selections were made, and I think I can safely assert that our schools were better taught and managed during the past school year than ever before. Having been requested by 57 different trustees to recommend teachers for the present school year, shows a gratifying indication of another very successful year's work in our school-rooms. I shall here expose two great faults of many of our teachers. Those faults are found in the facts that the teachers do not study closely enough the condition of their schools, and are not persistent enough in their endeavor to revolutionize matters for the better. They neglect not only some of the faculties of all minds, but far worse — all the faculties of some minds. They remain in a perfect state of lethargy to the condition of many things around which their energy might otherwise improve. It is no uncommon thing to visit a school of 25 or 30 pupils, among whom only 3 or 4 are studying geography, grammar, or some other study in which probably not less than 15 of whom should have been started some years before. Many teachers do not aim to get pupils started in the proper studies at the proper time; neither do they make the effort of a missionary to get those children into school for which that shadow of a compulsory law was enacted.

From 12 to 15 teachers in excess of the number needed to supply the schools are usually licensed. I have firmly demanded that our teachers hold their licenses from the result of an examination given by me unless licensed by higher authority.

A vigilant observation of the degree of progressiveness of our teachers is given, to the end that they be promoted, when prudence dictates, to a higher grade certificate. Thus far only 3 have been promoted to a first grade, although there are 4 others soon to follow. These will make the number 34 who are holding first grade certificates authorized by this county.

TEACHERS' CLASSES.

It would be conducive of great benefits in the advancement of our teaching forces in this county if another teachers' class were organized and sustained among us. That class should be established at the Elmira Free Academy. Many of the graduates from that institution are employed in our country schools. They are usually quite thorough in subject-matter, but very deficient in methods of teaching.

OFFICIAL VISITS.

The attention of my whole time is given to the duties and efforts of advancing the interest of our schools, the greater duration of this time being devoted to school visitations. During the past year 193 of these visitations were made. Of the duties incumbent on commissioners none other than this is of more importance. It is the means by which we pass a final judgment upon the ability of those whom we have licensed. An examination only is but a fraction of determining the capabilities of a teacher. But in the school-room

we meet the teacher right at the work-shop, and there realize, to some extent, his degree of "ability to teach." In this my conviction grows stronger with each succeeding year. It is then that we decide whether it would be just to the schools to license that teacher again or advise him to strengthen the efficiency of teaching by his retirement from the work.

Yours respectfully,

ARTHUR P. NICHOLS,

School Commissioner.

WELLSBURG, November 26, 1886.

CHENANGO COUNTY — FIRST DISTRICT.

HON. A. S. DRAPER,

Superintendent of Public Instruction :

SIR. — In compliance with the request contained in your circular, I submit the following brief statement in regard to schools in the first commissioner district of Chenango county :

SCHOOLS AND TEACHERS.

This district contains 138 school districts, having school-houses in this county, and 9 joint districts having school-houses in other counties. In these schools there were employed during the past year 168 teachers for 28 weeks or more.

VISITS AND OBSERVATIONS.

In visiting these schools, with but very few exceptions, I have found the teachers doing good work. The interest in the work of the school-room is, I am sure, improving. A greater majority of the teachers are availing themselves of those helps which will aid them to do the best work. Educational books and papers are read. Institute and teachers' associations are not only more generally attended, but there is a greater desire to get "wisdom and understanding;" and the number attending Normal schools and teachers' classes is increasing.

EXAMINATIONS AND LICENSES.

In the examination and licensing of teachers I have tried to have in view the one object of supplying the schools with the best teachers. I believe that the success of the schools depends upon their being supplied with efficient teachers, who are thorough workers in the school-room and worthy in every respect of a place in the community.

CONDITION OF SCHOOL BUILDINGS.

The school-houses in a few districts are old and unfit for school purposes. Supervisors do not like to be parties in the matter of

condemning a building as unfit for use. In two instances I have refused to license a teacher to teach in the district where the buildings were old and dilapidated, because I could not in any other way persuade the inhabitants to build a house suitable for use in the district. In one instance the school-house is nearly completed, and in the other the tax is levied to pay for a new house, which will be built soon. These and other experiences convince me that there should be a change in the control of school buildings and sites. The school commissioner should have more power, or such property should be under the control of a town board, which might make provisions for all the districts in the town.

INSTITUTE.

The institute for this district was held at Norwich, October 4th to 9th. Every teacher whose school had begun, with the exception of one, closed the school, and all now teaching, except six, were present during the institute. Professor C. T. Barnes was conductor and did us valuable service. Dr. Milne, of Geneseo, was with us Wednesday, and lectured in the evening. Dr. Milne, of Cortland, was present Friday and lectured in the evening. The presence and instruction of these gentlemen was an inspiration, which will be of lasting benefit to the teachers.

The principals of the academies and union schools of the district were asked to give two or more exercises, which they did, and convinced all that there were in our own schools institute instructors of whom we need not be ashamed. Professor F. S. Capen, of Norwich, gave a lecture, which was listened to with marked attention.

The interest each day and evening was very good — have never seen it better. The work in the schools since the institute proves to me that the effort and expense made in holding this institute was not in vain. This was our first district institute, and so satisfactory was it that we most heartily indorse the plan proposed by the Department to hold district institutes. While there are those who object, the public sentiment is in favor of teachers' institutes.

The Normal schools, institutes and teachers' classes are doing much for the training of teachers for their work. Their influence is of great value in this district.

UNIFORM EXAMINATIONS.

I renew my suggestion that standards of qualifications and examinations of teachers should be uniform throughout the State.

Thanking the Department for the many courtesies extended, I am,
Yours very respectfully,

L. C. HAYES,
School Commissioner.

NORWICH, *December 6, 1886.*

CHENANGO COUNTY — SECOND DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.— In accordance with the request in your circular letter of October 22d I herewith submit the following report :

SCHOOL DISTRICTS.

This commissioner district contains 135 school districts, one having been annulled since my last report.

VISITS AND OBSERVATIONS.

During the past year I have made 221 official visits. In no case did I find it necessary to make any radical change in the conduct of the school. My observations while on these visits lead me to conclude that the methods of teaching in district schools are gradually improving. More teachers were noticed who were employing natural methods, who were leading their pupils to observe and to state what they had observed ; who have discarded the useless oral spelling ; who were introducing fresh reading matter to their classes and testing the reader's knowledge of the thought in the articles read ; who were making arithmetic practical, geography local, and were substituting a use of English in written work for technical detail, definitions, and rules in grammar. All these changes seem to me to be in the right direction.

SCHOOL BUILDINGS.

In regard to school buildings, I cannot report so favorably. Many are badly situated, poorly ventilated, not shaded, and are generally furnished with inconvenient and uncomfortable seats and desks. The new ones, however, are better than were those replaced, but still are not as good as their use demands.

SCHOOL APPARATUS.

In the matter of school apparatus but little can be said, for there is not much to speak of. The new law giving trustees the right to purchase a limited amount will work great good in this direction. Already a number of trustees have supplied their schools with dictionary, globe, charts or maps to the full limit allowed. Whenever practicable I have urged upon trustees the benefits to pupil, district and teacher from such aids.

TEACHERS' INSTITUTE.

The institute for this district was held at Oxford, October 11th to 15th, Professor S. H. Albro, instructor. A statistical report has already been forwarded to the Department. From every point of view

it would seem that in this county, at least, the substitution of district, for county institutes was wise. Our average daily attendance was 142, quite enough to be generally benefited at one time and place by the instruction. This fact alone should be sufficient to demonstrate the wisdom of the plan. Last year our county institute's daily average was nearly 300 — too great a number to be easily accommodated or generally benefited in one room. The institute last year was the meeting of a crowd; this year it was a large class. Last year the instructor shouted; this year he talked. This year all, or nearly all, members who wished to meet the instructors were able to do so, which was not the case last year. That the division of the institutes was a step which will be sure to increase their efficiency was the unanimous opinion of instructors, commissioners and teachers, so far as I heard the latter express an opinion.

Having decided, as a result of observation while visiting, that English is the one thing most neglected in the district schools, I determined to place special stress on that subject at the institute, and to that end invited three teachers to present an outline of such work in English in primary, intermediate and grammar grades as could be made available in the ordinary district school. Being Normal graduates, and each one at present engaged in teaching in the grade which she represented, they were able to prepare articles which were of great benefit to all members of the institute. So great an interest was taken in these papers that the institute decided to have them printed as a syllabus for use in all the district schools in this commissioner district. This seems to me one of the best results of the meeting, as it secures a recognition for this important subject, with uniformity in its presentation; and those teachers who have not had a Normal training will have the benefit of a guide, giving natural methods, tested by actual experience.

Several other teachers of this district presented papers containing most excellent practical articles on school management, discipline, arithmetic, etc. All these were full of good things, being the results of experience, and added very much to the success of the institute.

James M. Milne, Ph. D., of the Cortland Normal, gave us some very fine lessons during the day, Friday, and a capital lecture in the evening.

The most notable feature of this meeting was the freedom with which the teachers took part in the arguments, and especially was this true of the ladies. They wanted to know "why?" at every point, which seemed to me a great advance over institutes where the audience sit passive recipients the whole week through.

Antagonism to the institute is gradually giving way to acquiescence, not only among trustees, but also among the few teachers who formerly were opponents.

TEACHERS ASSOCIATION.

One meeting of the Chenango Teachers' Association was held at Norwich. The meeting was well attended, the discussions spirited;

all the papers presented were carefully considered, on live topics, and were listened to with marked attention. But, in my judgment, some class exercises, in reading, phonics, spelling, and written English combined, were most timely and excellent, showing, as they did, just the kind of work especially adapted to produce best results in district schools.

HEALTHY GROWTH.

The topics considered, the earnestness shown in the discussions, the excellent attendance, both at the institute and association, all go to prove that the educational cause in my district has a healthy growth. And this growth is further evinced by the large number who are subscribers to educational publications. Not all take these journals, but probably 75 per cent of the teachers in my district do, which is a cheering increase when the small number taken a few years ago is considered.

EXAMINATIONS

for licensing teachers were held in each town — ten in all — in the spring, and in each of six towns in the fall, which with three special examinations, make a total of nineteen such appointments for the year. At these, 98 third grade, 54 second grade and 14 first grade certificates were given. Besides these, 6 certificates from other commissioners were indorsed, and 41 Regents' testimonials signed, making a total of 213 licenses granted.

A GOOD SIGN.

One tendency worthy of note is in the increased number of trustees who engage teachers for a year, instead of changing two or three times as they were wont to do heretofore. This must, on the whole, be of advantage to those schools.

NORMAL WORK.

From observation of the work done by their graduates, I have a high opinion of Normal schools and Normal methods. They form a very important part of our school system, are doing a great amount of good, and should be generously supported.

UNION SCHOOLS.

The union schools at Afton and Bainbridge have each employed an additional teacher the past year, and the schools at Guilford, McDonough and Nineveh will this year do likewise.

Thanking the teachers of this district for cordial support and hearty co-operation, and the Department for favors received, I am,

Very respectfully yours,

WILLIS ROBERT HALL,

School Commissioner.

GUILFORD CENTRE, *December 1, 1886.*

CLINTON COUNTY — FIRST DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—In compliance with your request to submit to the Department of Public Instruction a written report of my work, as commissioner, during the past year, I have the honor of transmitting the following :

VISITS AND IMPRESSIONS.

My work for the past year has been similar to that pursued by me for the four preceding years, and I can only repeat what I have given in former reports. I have made, during the year, 244 official visits to schools. I have endeavored to visit all of the schools in this district twice during the year. In these visits I have tried to ascertain how the teachers were performing their work, and what results were being accomplished, and, while in some schools I find much to commend and gratifying results, I find also that many of our teachers, while they think they are performing their duties to the best of their ability, are lacking in that special preparation for their work which is so abundantly given to those teachers who have spent two or three years in our Normal schools. While teachers seem to have a fair knowledge of the subjects taught, they are sadly deficient in the knowledge of the best methods for imparting instruction. Many fail in the management of schools, in school government and in conducting class recitations. Whenever I have had time and opportunity I have advised teachers and have shown them how they might better do their work, and I have generally found them willing to receive advice and anxious to increase their usefulness as teachers.

The teachers in this county have many difficulties to overcome and much to discourage them in their work. The school-houses are, many of them, old and dilapidated, the wages paid to teachers are mere pittance, and, in many of the schools, the pupils in attendance are of a class that can or do show but little progress as the results of the teachers' work. In these schools one-half or two-thirds, and sometimes even more of the pupils are of foreign parentage, many of whom cannot speak the English language, whose parents are ignorant themselves and do not care whether their children are in school or not ; and, as a consequence, the pupils are irregular in attendance, are very poorly supplied with books and slates, and, as their parents are continually changing their location from place to place, they remain under the instruction of the same teacher but a very short time. With such conditions teachers find but little to encourage them in their work.

PROGRESS UNDER DIFFICULTIES.

Yet, with all these disadvantages, our schools are progressing. In comparing the summary statements of school district reports with those of last year I find that, although there was a decrease in the school population in this commissioner district, there was an increase in the number of children who attended school some portion of the year, and also an increase in the average daily attendance. The reports also show an increase in the amount of money paid for teachers' wages, and, as there has been a demand for better teachers, and trustees have been willing to give to teachers more compensation, I find that many of our old teachers who had stopped teaching because wages were so low have again commenced the work.

POOR WAGES.

While I am no advocate of "strikes," I think, if ever one would be justifiable, it would be one in which our poorly paid teachers refused to teach, unless an increase was made to their scanty wages. Now, that a half million dollars has been added to the public moneys apportioned to the districts, it is to be hoped that an advance will be made in teachers' wages, and that teachers will spend part of this advance in better fitting themselves for their work.

SCHOOLS IN THE DISTRICT.

There are in this commissioner district 95 school districts, employing at the same time 155 teachers. Six of these teachers are Normal school graduates, three have State certificates, and the remainder were licensed by school commissioners. There are but a very few persons in this district, that have licenses, that are not teaching.

QUALIFIED TEACHERS.

The commissioners intend to license only enough to supply the schools. "Is there any difficulty in procuring amply qualified teachers?" Yes! There is no lack of applicants, but *amply qualified teachers* are hard to find. The Code says: "The commissioner shall examine persons proposing to teach, and inquire into their moral fitness and capacity, and if he find them qualified, to grant them certificates of qualifications, which are, or may be, prescribed by the superintendent." The directions found in the Code refer to three points: *First*. Moral character. *Second*. Learning of the applicant. *Third*. Ability to teach. It is to be expected that a person applying for the important position of a teacher has a good moral character. With applicants who have had no experience in teaching, aside from their answers as to their ideas of methods, and school management, the commissioner can know but little of their ability to teach until he has visited their schools, and by his observations, noted this very essential qualification in their manner of teaching, class recita-

tions and school management. With the occurrence of the annual or semi-annual public examination, there are many new applicants who have never taught, and the commissioner is from necessity obliged to grant licenses almost entirely upon the literary qualifications of the applicant, and no doubt (as he is not infallible) he may err in judgment, and may refuse a certificate to one who would perhaps make a very successful teacher, or he may license one who, lacking in tact, aptness to teach, energy, system, or ability to manage, would prove a curse instead of a blessing to a school. Since, then, the new teacher receives his certificate almost entirely upon his scholarship, only one of the essential qualifications of a teacher, and since the opportunities for acquiring even this requisite are so limited for some of our "would be" teachers, is it to be wondered at that fully one-half of the applicants do not stand the test of an examination, or that we find in the ranks of teachers, those who are not "amply qualified." The value of our schools depends entirely upon the quality of teachers employed, and the great question is: "What shall be the character and qualifications of our teachers, and how many of the right sort is it possible to produce?" We may build and furnish five school-houses in every school district in the State. We may largely increase our school funds, we may endow colleges and seminaries with wealth untold, yet, if we cannot have a full and constant supply of well educated, skillful, and devoted teachers, our efforts for universal education will be in vain. "As is the teacher, so is the school," is an educational axiom, and that money is wisely expended by the State, which is used in establishing and supporting Normal schools, teachers' institutes, and teachers' classes in our Union schools and Academies.

INSTITUTES.

As regards the institute work, the instruction is more practical, and is better adapted to the wants of our district school teachers than formerly.

I regard the present corps of conductors as faithful, energetic teachers, who are willing to give to the teachers the best possible instruction. Our teachers are learning that they cannot afford to lose this instruction, and the attendance has increased from year to year, until now it is almost impossible to find a room that will suitably accommodate those who come to these meetings.

I think the action of the Department in arranging for district institutes, and for the introduction of practical class-room work will be productive of good. But I cannot think, that, in all cases, better results will be obtained by assigning local teachers as assistants to the conductor sent by the Department. In some counties there are skillful, well educated and competent teachers, who would make excellent assistants to conductors, but in many of the counties, while there are good teachers of schools, who are doing excellent work in their appointed places, yet without experience in such work, they

would prove to be miserable failures, when engaged as instructors at an institute. To be a successful institute conductor, it requires special fitness, and special training, and in many instances long experience in the work, and there are but few teachers who would prove to be successful institute conductors.

And, then, it would be unjust on the part of the State to pay to the regular appointed conductor a large salary for his services, and ask his assistant, or assistants, to give their time and services for nothing, besides paying their own expenses while attending the sessions of the institutes.

A better way, it would be, if the number of institutes is to be increased, is to increase the number of conductors, and let the best teachers and the best talent in the State be employed in that capacity.

TEACHERS' ASSOCIATIONS.

As supplementing the work of the institute, town, district or county associations should be organized by teachers, in which all questions pertaining to their work should be thoroughly discussed; class-room work illustrated by class recitations, conducted by practical teachers, should be a leading feature, and to a limited extent, the State might, with propriety, give to the teachers the same privileges and advantages in their attendance at these associations that are now granted them in their attendance at the institutes. This county has a live teachers' association, which held its twentieth annual meeting at Mooers the last week in August. The attendance was good, and the work was of such a character that all present must have been greatly benefited. The association sent two of its best teachers, Superintendent Fox Holden, of Plattsburgh, and Principal A. C. Ferrin, of Keeseville, as delegates to the meeting of the State Teachers' Association at Niagara Falls, in July last; and at our August meeting, these gentlemen gave to our local association excellent reports of the proceedings of the State meeting, and of papers presented and subjects discussed.

WIDE-AWAKE TEACHERS.

While we have in our county some lifeless, indifferent teachers, whose only thought in connection with their work is the pay they are to receive, yet we also have many wide-awake, energetic, live teachers, who are always found at our institutes and associations, and who are always willing to lend their aid in advancing the cause of education in our county and in this commissioner district.

The principals of the union schools at Plattsburgh, Keeseville and Ausable Forks are deserving of much praise, not only for the good work which they are doing in their respective fields, but for their efficient aid in the institute and in the associational work in this county. We wish that we had more such workers.

EDUCATIONAL JOURNALS.

In looking over the examination papers of applicants for teachers' licenses, I find that in answer to the questions upon their preparation for their work, most of our teachers are subscribers for educational journals, and but few have read special works upon teaching. This latter is a fault that should be remedied, but how, I know not. We can only advise teachers to procure and study these books, but many seem to be indifferent to the benefits to be derived therefrom, and will not heed the advice.

NORMAL GRADUATES.

The graduates of Normal schools who are teaching in this district are doing excellent work, and the good results of their labors are seen in their schools. The commissioners of this county have made all the effort in their power to induce those who seem to have many of the essential qualifications of successful teachers to enter some one of the State Normal schools, and by a course of training and study better fit themselves for their work; and as a result there are now in the Normal schools more students from this county than ever before, and we trust that these teachers may return to work in our midst, that our schools may receive the benefits of their labors.

AMENDMENTS TO SCHOOL LAW.

As regards amendments to the present school law, I think there should be a thorough revision of the Code of Public Instruction. Amendments have been added year after year, and many more changes are yet needed, and instead of sewing any more new patches to the old garment, I think an entirely new garment should be made. Let there be a thorough revision to the school law, and let the suggestions of teachers set forth in resolution at teachers' associations, and of commissioners, which have been sent to the Department in their supplementary reports for the past ten years, be thoroughly studied, as well as the laws which are in successful operation in other States, and let this work be assigned to those who have an intelligent knowledge of the wants of our schools, and have an ardent desire that the Empire State shall have the best school system in the Union, and we shall not fail in having a system of school laws which shall far surpass in excellence those we have at present. Let the experiment be tried at least, and there will not then be the necessity for calling for or for proposing so many amendments.

With thanks to the Department for its many and repeated favors, I remain,

Respectfully, your obedient servant,

SAFFORD S. TAYLOR,

School Commissioner.

MORRISONVILLE, *December 4, 1886.*

CLINTON COUNTY — SECOND DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR. — In response to your request, in circular letter of October 22d, for a written report of the condition, wants and other matters relating to the cause of education and schools under my supervision, I respectfully submit the following, in addition to the financial and statistical reports already sent to you.

SCHOOL DISTRICTS.

There are in this commissioner district 115 school districts, 114 of which have school-houses in this county, employing 131 teachers, and scattered throughout 7 towns, viz.: Altona, Beekmantown, Champlain, Chazy, Clinton, Ellénburgh and Mooers, with a school population June 30, 1886, according to the trustees' reports, of 8,017, a decrease from the previous year of 378. The number of scholars attending school some portion of last school year was 5,574, a decrease from previous year of 371, such decrease being occasioned principally by the emigrating of that class of people heretofore employed in and about *coal kiln* and *iron forge* establishments, and who, owing to the general business depression and shutting down of such places of business, were obliged to seek employment elsewhere.

OFFICIAL VISITS.

During the past school year I have made 182 official visits, but, for reasons given in former reports, viz.: the number of schools, or extent of territory to be traveled over and brief period of time in which the schools are all in session at the same time, my visits are necessarily brief. I usually visit a school without any previous notice of my coming, as I prefer to see the school in its *every-day dress*. During my visits, brief as they are, I learn much about the schools as to kind of work being done by the teachers.

I find teachers, as a rule, faithful and doing as good work, all things considered, as we can reasonably expect. I refer more particularly to the teachers of our *rural* districts, as very few of such have had any professional training except what they get each year in the short time of an institute. Again, there is a lack of apparatus in many of our *back* country districts, but, during the past few years, in fact during the past year, there has been some improvement in this regard. We endeavor to impress upon teachers the teaching of "Holy Writ," which says that "a tree is known by its fruits," so, also, a teacher is known or measured by the results he accomplishes. Our teachers *do* make an effort from year to year to improve in methods of teaching and the ability to do good work, and, from the fact that there is, on the part of school trustees and

boards of education, less changing or disposition to change teachers at the close of each term than formerly, proves, I think, that there is a healthy improvement in this direction.

TEACHERS LICENSED.

I have granted during the past year 197 teachers' licenses, viz. : 9 first grade, 60 second grade, 128 third grade. One hundred and ninety-seven, of course, does not represent different teachers licensed, as third grade licenses being for six months only, 128 largely represents two certificates to one teacher. I have held 10 public examinations in the different towns during the year, 6 in September and 4 in April, besides a joint examination with Commissioner Taylor at close of institute, at which we granted county certificates. My associate, Commissioner Taylor, and myself act together in preparing examination questions for all of our examinations, so that we secure a uniform standard of qualifications for teachers throughout the county. We have more or less trouble each year in procuring amply qualified teachers to fill the schools, which calls quite a number of teachers from out of the county here to teach, and even then, in some of our back districts or less desirable positions, it is difficult to find reasonably well qualified teachers for such places.

SCHOOL-HOUSES.

I think that not more than 10 or 12 per cent of the school-houses in this commissioner district are fairly comfortable; the most of them are in a fair condition. Since my knowledge of them began there have been 9 new ones built and 15 others quite thoroughly repaired, making 24 rebuilt or repaired, 16 of which were seated with patent desks, and during such time, in several districts out-buildings have been rebuilt or repaired. There seems to be quite an active public sentiment in this commissioner district in favor of good school buildings and schools. Our schools are mostly of what is considered the rural kind, there being only two union schools in this district, viz. : at Champlain and Rouse's Point, both in a prosperous condition. We have seven districts having schools with from two to three departments, all doing very good work.

INSTITUTES.

The institute for this county was held at Plattsburgh the first week in April. The attendance was unusually large, notwithstanding the fact that only a small proportion of the schools were in session. The instruction given by Dr. John H. French and Professor S. H. Albro was both instructive and practical, as much so as at any institute held in this county for some time. We were also favored with an interesting lecture by Professor E. H. Cook, principal of Potsdam Normal School.

I think the instruction at our institute for the past few years has been more practical than formerly.

The action of the Department in arranging for smaller or district institutes seems to meet with some favor, and if conducted on the plan of a Normal institute, will produce far better results I think; still I am inclined to think it will require a trial of the matter before our teachers will be fully persuaded.

EDUCATIONAL JOURNALS.

A large share of our teachers take some kind of an educational paper; many have books on the theory and practice of teaching.

NORMAL SCHOOLS.

The Normal schools are doing a good work. We have some graduates and quite a number of Normal students teaching in our schools each year, and more graduates would be employed if the supply was equal to the demand, as such teachers teach better schools than those that have had no professional training for the work.

PHYSIOLOGY AND HYGIENE.

The subject of physiology and hygiene has received more attention the past year than previous years as *every* district report it taught either orally or from a text-book during the past year. I would again repeat my former suggestion that we need some kind of a compulsory education law in place of the present *dead* one, together with a law making it the duty of school trustees and boards of education to see that pupils are properly supplied with text-books, even though it be at the expense of the district.

UNIFORM STANDARD.

The suggestion of the Department that there be some sort of a State standard of qualification for teachers meets my most hearty approval.

Grateful for many courtesies received, I am,

Respectfully yours,

HERBERT GOODSPEED,

School Commissioner.

ELLENBURGH CENTRE, *December 3, 1886.*

COLUMBIA COUNTY — FIRST DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR. — In compliance with your circular letter, I have the honor to present the following report of the conditions and workings of the schools in the first commissioner district of Columbia county :

NUMBER OF DISTRICTS.

This district comprises the towns of Ancram, Claverack, Clermont, Copake, Gallatin, Germantown, Greenport, Livingston and Taghkanic, containing 74 school districts, whose school-houses are in this commissioner district, consisting of 72 common and 2 Union free schools. Schools have been in operation in all of these for 28 weeks or more during the year except one, which has not had any school for several years, and which, in my judgment, had better be dissolved and consolidated with those districts adjoining.

PUBLIC EXAMINATIONS

for the accommodation of teachers desiring certificates were held in several of the towns of this district. Mode of examination adopted has been both written and oral, as has seemed judicious and most effective.

LICENSES.

I granted 80 certificates; of these 23 were of the first grade, 26 of the second, and 31 of the third. There were 84 teachers employed at the same time, 6 of whom held licenses granted by the State Superintendent, 11 are graduates of Normal schools, and 67 were licensed by local officers.

WEAK DISTRICTS.

Some of the districts are weak and smaller in size than is commensurate with efficient working in ordinary rural districts, and districts of small pecuniary resources are too weak to render the public money in connection therewith available to secure the service of abler teachers. It will, perhaps, be true always that the low rates of compensation offered will secure for them teachers of inferior ability only.

This, I believe, should not be made an argument in favor of the employment of such teachers. These facts, together with lack of general interest, stand in the way of progressive education.

LEAVING SCHOOL EARLY.

There appears an inclination on the part of youth, particularly the male sex, to discontinue or wholly omit school attendance when arriving at the age of 15 to 18 years, the age of mental maturity for the most efficient training. This tendency appears to be on the increase in many rural districts.

While absolute enforcement of the compulsory school law is imperatively needed, I believe too many external influences distract the youthful mind and render it oblivious to the need of vigorous application to secure the benefits of a good education.

VISITS AND IMPRESSIONS.

I have made 102 visits to the schools, and 13 other official visits to the districts. I usually allow the teachers to conduct the class exercise that I may better inform myself as to his or her ability to impart instruction, and at the close of the recitation I asked some questions upon the subject of the lesson to ascertain the thoroughness of the teacher's work. I think great progress has been made in the schools during the past year, for nearly all the teachers are putting into practice the new methods of teaching which have been taught them at the institute. About one-half of the teachers take a purely educational journal. There is some difficulty in securing amply qualified teachers, arising mainly from the low rates of compensation paid in many districts.

CONDITION OF SCHOOL BUILDINGS.

I am able to report increased interest in the condition of school-houses, surroundings and fixtures; many of the school-houses have been extensively repaired and newly seated. Outline maps, globes, black-boards and dictionaries are lacking in several districts.

THE TEACHERS' INSTITUTE

for the county was held at Chatham, commencing May 31st. It was conducted by Professors Albro and Sanford. Every school in my district was closed, and every teacher except six was present. The attendance was the largest ever known here. Unusual interest was manifested by the teachers, and the benefits derived cannot be easily estimated.

NORMAL GRADUATES.

Some Normal graduates make very successful teachers, but the requisite experience in controlling and management of the larger rural schools must be acquired by them as well as by those teachers outside of the Normal course, who have special excellence in these respects, which is the result of extended experience.

CHANGE OF DATE OF SCHOOL MEETING.

I recommend changing the annual school meeting from the last to the first Tuesday in August. This would afford needed opportunity to procure situations and for employment of teachers.

I am, yours very respectfully,

OLIVER W. HALLENBECK,

School Commissioner.

LIVINGSTON, *December 4, 1886.*

COLUMBIA COUNTY — SECOND DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—In compliance with your request, I respectfully submit the following report :

During the past school year I have devoted all my time to my official duties, and have endeavored to improve the schools under my charge, in helping the trustees in securing competent and experienced teachers in the more influential districts, and by aiding the weaker districts in obtaining as good a class of teachers as possible for the wages they are willing and able to give.

EXAMINATIONS AND LICENSES.

My examinations of candidates have been as thorough as in the former year, and have followed the method stated in my report of that year. For this purpose I have held 8 public examinations at different localities in my district, so as to accommodate parties who desired teachers' certificates. Many candidates have come to my office for examination. I have granted 151 certificates; 33 of the first, 50 of the second, and 68 of the third grade. No partiality has been shown in these examinations. The result has depended upon the candidate's own showing, and in this way general satisfaction has been insured.

CONCLUSIONS FROM EXPERIENCE.

My experience leads me to the conclusion that no one under the age of 18 years should be permitted to apply for a teacher's certificate. While the law remains as it is, a child 16 years of age can demand an examination, and, if qualified in scholarship, a teacher's certificate must be issued. Even at the age of 18 years very few persons are fitted in every respect to take charge of children and train them. They may be competent as far as scholarship is concerned, but they lack tact, judgment, dignity and self control. By advancing the age of applicants, it would tend to lead many to enter the Normal school or teachers' class, and thus better prepare for successful teaching. It would also lessen the supply of inexperienced teachers and secure a greater permanency.

EXPERIENCE AT THE EXPENSE OF SCHOOLS.

A great difficulty and hindrance in elevating the tone of the public schools exists, in the fact that so many persons who know nothing of the teachers' duties enter upon the work. They expect to obtain their knowledge and experience at the expense of the schools, instead of making the necessary preparation beforehand. I have

urged upon many who are looking forward to this work to attend the Normal school or teachers' class, and to be present at the teachers' institute, and frequently visit the best schools in their neighborhood.

VISITS.

During the past school year I have visited all the schools in my district, many of them twice, showing the teachers how to conduct their classes, and advising them as to the government of their schools, and in other matters pertaining to their duties. At these visits I have closely observed the methods of the different teachers, their ability to govern and retain the respect and good will of their pupils, and will use the knowledge of their respective merits thus obtained in grading them and recommending them to trustees who are desirous of securing efficient teachers.

TEACHERS' INSTITUTES.

The commissioners of this county have held two teachers' institutes since my last report, the first in June last, which was conducted by Professors Albro and Sanford, and the other in November last, which was conducted by Dr. John H. French and Professor C. T. Barnes. The June institute was held at Chatham and was largely attended, there being present 275 teachers and only 7 from my district absent. The November institute was held at Philmont with 199 teachers present and only 10 teachers from my district, in active service, absent. We commissioners had concluded to change the time of holding the institute from spring to fall, and in order to make this change, the second institute was held. A number of schools in the county were in the habit of closing in the spring before the institute was held, and thus the teachers in those schools, if they attended at all, did so at their own expense. This was not the intent of the law. Both institutes were interesting and profitable.

NORMAL SCHOOLS.

I have made during the past year seventeen appointments for admission to the Normal schools. The graduates, with scarcely an exception, after a little experience make good teachers. Perhaps I may be allowed to make a suggestion that the students ought to receive instruction and drill in methods of teaching from the beginning of the course. Such training should not be deferred to the last term of the senior year, as many do not complete the course, but leave at or before the end of the junior year. They thus lose the great benefit of the Normal school. I do not find that undergraduates are better qualified in methods of teaching than they were before entering upon the Normal course.

THE ANNUAL SCHOOL MEETING.

I would recommend a change in the school law as to the time for holding the annual school meeting and election of school officers.

The first Tuesday would be better than the last Tuesday in August for the accommodation of all parties concerned. The commissioners could, in such case, as the schools close, or ought to do so, by the first day of July, use the month of August in making their annual report to the Superintendent, and be ready when the schools open in September to visit them. The teachers in many districts cannot be employed until after the election of trustees, and are now compelled to wait in anxiety and suspense till about the time of opening the schools before they can make an engagement, and often, sooner than delay to that time, will accept a more unfavorable position than they could otherwise obtain. The proposed change would remedy this matter. The trustees in districts in which there is a sole trustee have now but a short time in which to engage teachers before the schools must open, and in their haste often feel compelled to take up with inferior teachers, and especially as many of the most efficient teachers, by this time for fear of not securing employment, have been engaged in districts where there are three trustees. The change here proposed will give sole trustees an equal chance, and permit all trustees sufficient time to make satisfactory engagements. To this plan there cannot, it seems to me, be any real objection.

DISTRIBUTION OF THE SCHOOL LAW.

A copy of the present school law should be in the hands of the trustees of every district in the State, and the rulings of the State Superintendent upon cases of general interest ought to be collated and published, so that school commissioners may have the benefit of the late authorities in deciding questions which come up before them. This would save the necessity of many appeals from their decisions, and save the Superintendent a considerable amount of labor. Besides it would be more agreeable to the commissioner, when called up to decide a question, to know how the Department has lately held upon it, in order that they may follow such decisions.

SUGGESTIONS TO SCHOOL TRUSTEES.

The commissioners of this county prior to the annual school meeting forwarded a circular letter to the trustees of each school district, of which the following is a copy :

To Mr.

Trustee, District No. , Town of :

DEAR SIR — Allow me to make a few important suggestions in regard to terms of school, etc.: You should so arrange the school terms that the long vacation will come in and take up the months of July and August of each year. Not only the warm weather, but the decrease in the attendance of pupils during these months prove the necessity and wisdom of such a plan. In case you intend to have school only twenty-eight weeks during the school year, the first term may begin on the first Monday of October, and close the middle of December. The second term may begin on the first Monday of January, and close the middle of March; and the third term may begin about the middle of April, and continue until the twenty-eight weeks are completed. In case you intend to have school for a period of nine months, then the first term may begin on the first Monday of September, and close about the first day of December. The second term may begin on the second Monday of December, and close the middle of March; and the third term may begin on the first Monday of April, and close about the first day of July. This plan will divide the school year

into three terms, give a better average attendance, and bring about a desirable uniformity in the terms that will be not only beneficial to the schools, but will also accommodate the commissioner in making his round of visits.

Trustees should be very careful in employing teachers. You should, before completing the contract, ascertain that the teacher holds a certificate, as otherwise the district is not liable for the teacher's wages, but you may be personally liable. If general satisfaction was given last term the teacher ought to be retained for the coming year, where it is possible. It is far better to hire for the year so as not to change teachers every term. Better teachers can be obtained by consulting with the commissioner, in case the district is willing and able to pay a reasonable compensation to the teacher. The commissioner is more competent to judge of the qualifications of a teacher, and the wants of the district, and will, if requested, aid the trustees in making a selection. There has been an increase in the amount of public money allotted to the country districts the last year, and there will be a further increase during the coming year, and the commissioner expects to see an advancement in teachers' wages, and a corresponding improvement in the schools. "The true policy in regard to the employment of teachers would seem to be the payment of the largest wages that the district can afford; the standard of ability to pay being an enlightened appreciation of the value of education; the employment of the best teachers which the money will secure; and the retention of the teachers for the longest possible time."

You should see that your school is furnished with apparatus so as to secure the best efficiency. The law empowers you to raise by tax, without the vote of the district, the sum of \$15 per year, to be expended for this purpose. "No man would think of employing a farm-laborer without supplying him with tools for farm work; and it is no less absurd to expect a teacher to do the best of work without apparatus than to expect a laborer to make the best crops without a plow, or other farm implements." Every school should possess maps, globe, dictionary, reading charts, etc.

No school-room can be regarded as furnished without a good black-board. In this day it has become a necessity. There is now no study that does not require its aid, and a live teacher cannot do without it. The commissioner has found a great deficiency in this respect, in the country districts. If there is a black-board in the school-room, it scarcely deserves the name, it being too small and in such a condition as to prevent its use. Do not be afraid of getting the black-board too large. It should be about two and a half feet from the floor, about three and a half to four feet in width, and as long as the space will allow. Every school-room ought to have at least twenty feet of black-boards in length, and they ought not to be covered with black paint, but with liquid slating. The commissioner desires to impress upon the trustees the importance and necessity of this article of furniture in the school-room. If used properly it is one of the most efficient means of education.

The desks are another important item. As soon as a district is able, it should discard the old style of desks and benches found still in some districts, and procure the best approved desks and seats. The health of the pupils will be promoted by this change. The commissioner has found school-rooms entirely without chairs. There ought to be in every room at least two good chairs.

Many school buildings are in need of repairs in order to make them comfortable or keep them in proper condition. Now is the time to examine your buildings and see that all necessary repairs are promptly made. It is your duty to see that the district property is preserved, and the law has provided a way for you to procure the means for so doing. A little repairs in time each year will save a large expenditure. Make every thing comfortable for the children.

You should see, also, that the district clerk reports promptly after the annual school meeting in August in each year, to the town clerk of your town, the names and post-office address of the officers elected at such meeting. The district clerk is liable to a fine of \$5 for non-performance of such duty.

Trustees should see that the law in regard to the teaching of physiology and hygiene in the schools is enforced.

The commissioner will deem it a great favor if you will send to him promptly, after the engagement, the names of the teachers secured for the next term or year, together with the length of time of engagement, and the time when the school will be in session the coming year.

Please have these suggestions read at your next annual school meeting, and then hand them to your successor in office.

PETER SILVERNAIL,
School Commissioner, Second District Columbia Co., N. Y.

In many districts in my jurisdiction some of these suggestions have already been carried out by the trustees.

PHYSIOLOGY.

I have insisted during the past school year in the examinations, visits, and at all times, that the law requiring the study of physiology,

etc., in the schools should be enforced, and with the willing and ready co-operation of the teachers and trustees, it is being taught as a regular study in all the schools, without an exception.

DISTRICTS SHOULD HELP THEMSELVES.

While some of the village schools will receive the coming year under the new law of distribution of the public money about the same amount they did in the prior years, yet the country districts have been benefited thereby by quite an addition to their former allowance. But whether this increase will augment the efficiency of the schools, unless something is done to compel the districts to raise the same amount as formerly by tax, is questionable. Their inclination is to use this increase for the purpose of lessening their school taxes. The commissioners ought to have the power of withholding the increase of public money from the districts, where the trustees do not hire better teachers or in other ways use it for the improvement of the schools.

QUALIFICATIONS OF SCHOOL COMMISSIONERS.

There seems to be an attempt to force public opinion up to the point and even to enact a law to the effect that no person unless he is a graduate of a Normal school or holds a State certificate shall be eligible to a nomination for or appointment to the office of school commissioner. This view is being agitated, but mainly by those who would in such case hope to exclude from competition a large number of present available candidates. But this limitation is contrary to the principle of our government, as all should stand on an equal footing, and merit should win. All learning and scholarship are not confined to this class. There are equally as good scholars who never saw the inside of a Normal school or passed an examination for a State certificate. It requires more than literary attainments to make a good commissioner. Experience in teaching and a knowledge of the wants of the public schools are just as necessary qualifications. Tact, judgment and executive ability are also essential. These are not acquired at the Normal school, nor are they bestowed with the State certificate, but are partly a natural endowment and partly a work of experience. Therefore, it can be seen that no institution can qualify a person for, and ought not to be made a condition precedent to this position. An experience of fifteen years in teaching in the public schools of this State, five of which at least have been passed as principal of a graded school in connection with the necessary literary attainments, is a sufficient preventive from inefficiency in this office. The establishment of the rule first above mentioned and its enforcement would exclude the candidacy of some really excellent men, and would remove one of the best incentives from many teachers to strive after the highest excellence in their profession.

AVERAGE ATTENDANCE.

I would also suggest the propriety of the Superintendent supplying in the school registers some instruction to the teachers in regard to a uniform method of finding the average attendance during the institute week.

Yours respectfully,

PETER SILVERNAIL,

School Commissioner.

VALATIE, December 3, 1886.

CORTLAND COUNTY — FIRST DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR. — In compliance with your circular letter of October 22, 1886, I beg leave to submit the following report :

SCHOOLS AND DISTRICTS.

The first commissioner district of Cortland county comprises the towns of Cincinnatus, Cortlandville, Freetown, Harford, Lapeer, Marathon, Virgil and Willett. There are 250 square miles of territory, 91 school districts, 81 districts having school-houses in this commissioner district, and 101 departments. There is also a Normal and Training school at Cortland, and an Academy at Cincinnatus. In this territory there are three union schools, two of which have each an academic department

VISITS — IMPRESSIONS RECEIVED.

During the year ending December 1, 1886, I made 205 school visitations, and I believe there is much faithfulness on the part of teachers generally ; but they are greatly restricted by a multiplicity of daily class recitations which are produced by a great variety of text-books. It is an absolute impossibility for teachers to do efficient and thorough work in the school-room when they have from 30 to 38 daily recitations. I have found this condition of affairs in not a few schools. Near the close of this paper I will again speak of this matter.

APPARATUS.

The recent law allowing school trustees to provide school facilities, the cost of which for any one year shall not exceed \$15, has been productive of excellent results. Some trustees shrink from creating

expenses of this sort because the sentiment of their district regarding expenditures for school purposes is very conservative, and these districts are in no way benefited thereby.

LICENSES.

During the year ending December 1, 1886, I have issued 6 first grade, 33 second grade, and 67 third grade certificates. I have indorsed 16 certificates issued by other school commissioners, and 12 Regents' testimonials. I have also rejected 28 applications for certificates. The demand for teachers so far exceeds the number of really competent teachers that I have been compelled to license a few whom I believed to be incompetent upon the first examination. Those, however, who were allowed to teach under protest put forth unusual efforts and quite surprised me in the results which they secured. I have this year refused certificates to five applicants to whom I issued certificates last year, being convinced that they were too incompetent, and lacking so largely an ability to instruct, and organize and manage.

DESIRE FOR CHEAP TEACHERS.

In some instances the trustee clamors for a cheap teacher, and seeks to avoid incurring the expense to the district of a competent teacher, and thereby sacrifices a good school. The mania for minimum taxation for school purposes, which exists in some districts, can only be productive of inefficient teachers, cold, poorly constructed, illy ventilated and uncomfortable school-houses, and an entire absence of facilities with which more thorough work and more rapid progress may be secured to the pupils.

THE TOWNSHIP SYSTEM.

Town boards of education, empowered to legislate for each school district within its town in all things which relate to teachers, school-houses and text-books, must, in my opinion, supersede the present system, that from it may be eliminated those petty and pernicious forces which so impoverish our schools at present. New and important functions might, perhaps, be vested in the school commissioners which would produce desirable results. That which so vitally concerns the body politic of the future should inspire the present generations to unusual activity and uncompromising zeal.

CONDITION OF SCHOOL BUILDINGS.

Trustees and school districts are exceedingly slow in properly repairing school and out-houses. They seem to under-estimate the value of thoroughly protecting the health of school children. During the last year I have found it necessary to require repairs to school buildings in several districts. In district No. 2, Virgil, the town supervisor, Walter L. Chaplain, and myself were requested to ex-

amine the school-house. We found, upon examination, that quite extensive repairs were necessary, and advised a special meeting to consider the propriety of rebuilding or repairing. At a special meeting subsequently called an appropriation of \$300 for repairing was voted. In district No. 16, town of Cortlandville, about \$200 have been expended in repairs during the last two months, a portion of which was so expended upon my order; previous to which the trustees had made some repairs. I mention these because they represent the largest sums used for repairs. There are still other districts in which the school-houses need extensive repairs or entirely new buildings. In district No. 3, Cortlandville, a fine brick school-house has been built during the summer last past, the total cost of which, when ready to occupy, will be about \$1,200. It is beautiful, convenient and substantial, and will be furnished with modern desks and heated with a furnace in the basement.

TEACHERS' INSTITUTES.

Although there are two commissioner districts in this county, it was not deemed advisable to hold separate institutes for each district. Our institute was, therefore, held at Cortland for the county, which opened on Monday, August 30, 1886, and closed on Friday, September 3, 1886. The conductor was Professor Albro, and he was assisted by Professor Barnes. These gentlemen sought diligently to secure a successful institute. Supplemental work of great value was done by Drs. Hoose, Stowell and Sornberger and Professor Smith, Miss Roe, Miss Saunders and Miss Roberts of the Normal school at Cortland, consisting of day talks and class work, and all of those mentioned above, except Dr. Sornberger and Professor Barnes, and the ladies, together with Dr. Chas. Sanders of New York, of reading and spelling-book fame, gave entertaining and profitable addresses before the institute in the evenings. There were 219 teachers enrolled for the first four days, which is an excess of about 20 over last year. The new method of registering the attendance of teachers was somewhat laborious, but it was productive of some excellent results. The attendance certificates were also new to us this year, and they were gratifying because of their restrictive force as well as their general utility in furnishing to teachers an official guarantee of their attendance. The new order of institute work, whereby supplemental work is done by teachers, must be valuable.

Our institute was conducted on much the same general plan as heretofore, except the large amount of work done before the institute by the faculty of the Normal school located here.

Two of the best schools in the county, one of which is in the first commissioner district at Marathon, continued school during the entire session of the institute, and did not allow any of its teachers to attend. It seems very undesirable that our largest and best schools should so totally ignore the statutory provisions which seek to improve the competency of teachers and regulate the general work of our schools.

EDUCATIONAL JOURNALS.

Educational journals are not largely taken in the first district of this county. As a rule, however, the live, enterprising and painstaking teachers take at least one educational paper. While I have done no personal work along this line, I have encouraged the reading of some one educational journal.

NORMAL GRADUATES.

It is with pleasure that I assure the Department of Public Instruction that those teachers in the first commissioner district who are Normal graduates are doing excellent service. With scarcely an exception, these graduates are more enterprising and secure better results than those teachers who have not had the benefit of Normal training. There are, also, several teachers in this district who are under-graduates of the Cortland Normal School, and these, too, are doing very successful work. Although they have not had the benefits of the training department, their work is strongly marked with the Normal system of instruction. There is Normal individuality in the routine of class work and school management which is easily detected. That our best teachers are Normals is no longer a debatable question, and that the best teachers, all things considered, are the cheapest as well as the most desirable, is a fact which is rapidly growing in acceptance. The educational service of the future must, as it surely ought to, restrict itself to the thoroughly instructed and carefully and systematically trained professional teacher.

SUGGESTIONS.

A few items, which I desire to call the attention of the Department to, are:

1. *Uniformity of text-books.* — I am convinced that great good would result from some plan whereby a uniformity of text-books could be secured to schools within certain territorial limits. One teacher of a medium-sized school reports 38 class recitations daily, and other teachers from 30 to 35 daily recitations. This large number of daily classes is the direct result of an unlimited use of text-books. Teachers are unable to remedy the matter. In many schools I have found several authors of books on arithmetic, or reading, etc. So long as parents neglect or refuse to procure other and different books for school use, a great misfortune will cling to our schools. State aid must, in some way, accomplish a change. The function to regulate the text-books to be used should be so vested as to secure the use of text-books of the same kind in as large an area of country as will be practicable. The school commissioners might attend to this work without in any way compromising their other functions. This consideration suggests, also, the propriety of some plan whereby books for necessary school use may be put into the hands of parents without the profits which go to the retail dealers who at present control the trade in text-books.

II. *Uniformity of examinations.*—It seems quite essential that the certificates held by teachers throughout the State should be issued upon a common basis. An educational standard can be secured in no other way, in my opinion. The examination questions, upon which the issuance of certificates is based, should be prepared and furnished by the Department of Public Instruction at Albany. I would further suggest that these questions be supplied to the commissioners regularly twice each year, and that the examinations be held at such times and places regularly as may be designated by the Superintendent of Public Instruction.

III. *Regents' testimonials.*—Without discussion I would suggest that some plan is very desirable whereby Regents' testimonials be graded.

IV. *Teachers' institutes.*—The State has undertaken a great expense to make our teachers' institutes more effective and valuable to teachers. Cannot something be done to compel the attendance of teachers? I would suggest that teachers be required to forfeit and surrender their certificates for non-attendance.

V. *Cornell scholarship.*—Some trouble and much embarrassment has arisen in relation to the eligibility of candidates for this scholarship. Among the questions which arise in relation to this matter are:

1. What relation has the *residence* of the applicant to eligibility?
2. What relation has the *location of the school* where applicant was mainly educated to his eligibility?
3. What schools are *public schools*? Are Normal schools public schools?
4. Who are *students*? The difficulties which have already arisen will very likely arise hereafter unless the language of the law relating to this matter shall be more explicit and unmistakable.

Many thanks are due the Superintendent of Public Instruction for promptness in correspondence and other courtesies.

Respectfully submitted,

FRANK J. SQUIRES,
School Commissioner.

CORTLAND, December 1, 1886.

CORTLAND COUNTY — SECOND DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction:

SIR.—In response to the special request expressed in your circular letter of October 22, 1886, soliciting information pertaining to common schools, I have the honor to respectfully submit the following brief statement for the second commissioner district of Cortland county:

AN ENCOURAGING OUTLOOK.

Our present system of public instruction commands the approval of all thinking men. The logic of events has forced us to realize the inseparable relations of universal intelligence and probity to the strength and perpetuity of a republican government, and the moral claim of every child to an education commensurate with the importance and dignity of his obligations and duty as an upright and loyal citizen. I think there has never been a time in the history of our schools when their condition was more encouraging and when a more liberal spirit characterized the action of the patrons of the schools. An advance has been made in the salaries of teachers by means of which we have secured a higher order of scholarship and experience. As there has been \$345 more paid for school apparatus than last year; and as it has been paid for State and United States maps, it is evident that patrons are not indifferent to the success of their schools, and are eager to do what will be most beneficial to them and their children. The quality of the teaching has improved. The importance of the profession is being more recognized. Praiseworthy efforts have been put forth by most of the teachers to improve themselves in their calling.

More willingness has been shown to take advantage of opportunities and every suggestion for self-culture. The reflex of an active teacher upon the school is always apparent. When the teacher studies the school improves, and the schools in general manifest activity and vigor in proportion to the studious habits of the teacher.

PRELIMINARY TRAINING.

But no system of education can be regarded as complete that fails to make provision for a special preliminary training of teachers for their work. The ordinary work of the school-room is two-fold in its character. A certain measure of knowledge must be possessed by the teacher and imparted to the pupil. But in the acquisition of this knowledge, the mind of the pupil is to be trained in careful and systematic habits of application and thought, to the apprehension of principles, to methods or processes of investigation, and in readiness in the application of knowledge to practical uses, and to making further researches in the domain of truth. What the teacher does not himself know, he cannot teach or impart; hence, the first requisite of the teacher is learning. But to know does not necessarily imply skill in imparting knowledge, or in arousing the faculties of others to its acquirement. It is this skill in the training of young minds to acquire knowledge, this special or trained aptitude, which is most needed by teachers, and is never more needed than when they first enter upon their work. Special aptitude or endowment for teaching is a rare gift, as rare as the special endowments which in other departments of action give pre-eminence to a few. But an instructor may possess every literary qualification, and work industriously and constantly, and yet fail of success, if he has not the requi-

site ability and skill for wisely governing his pupils. One has truthfully said: "If there is any place on the surface of the earth where order is the first, and last and highest law, that place is the school-room. Without it there can be no such thing as progress." In many instances the money paid for the support of schools is worse than thrown away, in the employment of teachers who are incompetent to exercise a judicious control over their pupils.

SCHOOLS IN THE DISTRICT.

This commissioner district includes the following seven towns, viz.: Cuyler, Homer, Preble, Scott, Solon, Truxton and Taylor, lying in the northern half of the county, containing 88 school districts, with 81 districts having their school-houses in this county, and 7 in the adjoining counties of Chenango, Madison and Onondaga.

Of the 81 districts in this commissioner district, 80 are common schools with three having two teachers each and one union graded school with the additional advantage of an academical department.

During the school year ending August 20, 1886, 78 districts have maintained a school at least 28 weeks, several districts maintained schools for 30 weeks or more, and one for 42 weeks, and their average number per district for the year was 29 weeks.

OFFICIAL VISITS.

During the last school year, I have made 200 official visits in the schools of my district, visiting each school or room one-half day on my first visit in the term, which in my judgment is as limited an amount of time as will admit of obtaining a correct idea of the working of a school of any considerable size; but on my second visit in the same term, I have visited three or four schools each day.

OBSERVATIONS.

These visits were all made without notice to either the teacher, children or inhabitants. By making my visits in this manner I had an opportunity of seeing teacher and children without extra preparation for my coming, and the school-room without extra fixing and cleaning for the occasion. In each case on entering the school-room I found teacher and scholars engaged in their daily work. I would immediately request the teacher in charge to proceed in the same manner and conduct each exercise as though I was not present. At the close of each recitation, I questioned the pupils and suggested privately to the teacher such changes in the mode and manner of instruction, and such alterations in and about the school premises, and sometimes in reference to the order and government of the school as to me seemed called for. In most cases the teachers were faithful, energetic, thorough and successful.

OBJECT OF A SECOND VISIT.

The object of my second visit in the same term is to see the amount of work done, and progress made during the term; to see if the

teachers are as faithful and thorough after the commissioner has visited them as before; and also if they have tried to improve by the suggestions he had made. And I am convinced that the efficiency and faithfulness of the teachers in our schools would be greatly improved if the commissioner could make two visits in each term.

PUBLIC EXAMINATIONS.

Within the school year I have held seven public examinations which were not very largely attended. Notices of these examinations were given in the local papers. These examinations were held in each of the towns of my district. Although such opportunities have been carried almost to the very door of each teacher, a large number have excused themselves for non-attendance at these gatherings, and have obtained private examinations at my house, which is a great source of annoyance, as it requires as much time to test the qualifications of a single candidate by written work as it does of a class. In most of these cases I am convinced that it is a needless waste of time, and if some plan could be devised by your Department or established by law by which private examinations could be obviated, much time would be saved to the commissioner which could be devoted to visiting schools. The subjects upon which I examined, are reading, spelling, grammar, geography, arithmetic, physiology, hygiene, civil government, United States history, school law, algebra, theory and practice.

LICENSES.

Within the last school year I have granted in all 166 licenses, 9 of the first, 83 of the second and 74 of the third grade. I have refused to indorse certificates, teachers' testimonials without examination. In these examinations, I have found some holding Regents testimonials very deficient in arithmetic, which has convinced me of the necessity of requiring all to take an examination.

All examinations for teachers' licenses have been taken in writing, and I have had some trouble to fill my schools with qualified teachers.

CONDITION OF SCHOOL BUILDINGS.

A few of the school-houses in this district are very poor and ought to be condemned. I have made great effort to have better houses, and also to have them supplied with the necessary apparatus. The people are becoming more convinced of the importance of having better school-houses, and also of having them better supplied with the necessary aids for the teachers in imparting instruction.

Two new school-houses have been built during the past year, one in the town of Cuyler, at a cost of \$300, and one in the town of Homer, costing \$1,800, and several have been thoroughly repaired and reseatd with new patent seats and desks, making them nearly or quite as good as new.

But the tenacity with which the inhabitants of some districts cling to their old houses and uninviting grounds is not consistent with the spirit of the age ; and the determination to yet longer perpetuate the existence of these apologies for school-houses should be relaxed by more potent legislative provisions than at present exist. Commissioners ought not to be restricted by the judgment of a supervisor in determining upon the unfitness of a house for school purposes. He ought to be free in his action in the matter, subject to appeal to the Department. In not more than one-half of the cases can the concurring judgment of the supervisor be obtained.

TEACHERS' INSTITUTES.

I am more than ever impressed with the idea that teachers' institutes should be attended by every teacher, and well sustained. Improve the teachers and you improve the schools.

Our best, most earnest and laborious teachers have always prized the institutes. They have set examples which should not be disregarded by the younger and more inexperienced class.

Our last institute was held at Cortland, during the week commencing August 30, 1886, and was conducted by Professors Albro and Barnes, assisted by Professor Hoose and several teachers of the Cortland Normal School. The instruction was very practical, and many teachers expressed themselves as being highly pleased with the earnest efforts of the instructors. And our thanks are due to Professor Hoose for the energy and zeal with which he presented practical lessons to the teachers, that they might be better qualified for the duties of their high and noble calling.

It exceeded in numbers any institute ever held in the county. There were registered 220 names ; but a large number attended only a part of the week. It is my opinion that teachers, unless excused by proper authority, should be compelled to attend the institute during the whole term, when they will not do so voluntarily. A teacher who thinks he cannot learn any thing at an institute is an object of pity and, in some cases, of contempt. He should retire from the business of teaching. As all power in our country ultimately rests with the people, reforms in education are never secure until the people understand, appreciate and adopt them. To diffuse educational intelligence amongst all classes of the people is, therefore, an important end, and to effect this purpose the institute is a potent agent. The people are reached by the institute, directly by means of its day exercises and evening lectures, and indirectly through the teachers. In rural districts the attendance of the people at the day sessions often equals that of the teachers, and the evening sessions are usually crowded. And we find that these audiences are more and more interested in strictly educational topics, and it is not necessary to ever enter the field of literature or science to hold their attention.

EDUCATIONAL JOURNALS.

A large number of teachers in my district are subscribers for some one or more of the valuable educational papers of this or some other State. And to this fact a powerful influence for good may justly be attributed, for I believe that no teacher can read such papers regularly without being impressed with such a sense of the responsibility of his calling as to prompt him to put into actual use much that will make him more efficient than he otherwise would be.

NORMAL GRADUATES.

During the last school year there have been six Normal graduates teaching in my district, one in the Union graded school, and five in the common schools. The one that taught in the graded school gave good satisfaction, and gave thorough efficient work; but a majority of those in the common schools did not give good satisfaction. They seem to be so inflexible and tied to their "methods," as to have lost all originality, and were totally unable to adapt themselves to the different grades found in our common schools. One trustee said to me, "We have had a Normal graduate in our school for the last year, and, although she has done fair primary work, our large children are no better off than they were one year ago." And I think there should be a law passed giving the commissioner the right to examine them; for I do know that some of them are not amply qualified in arithmetic.

GOOD RESULTS.

The change in the school laws, increasing the district quota, is working much needed good for our rural schools. It has a great tendency to encourage the tenacity with which most farming communities adhere to the maintenance of schools in their midst.

NEGLECT OF DISTRICT CLERKS.

District clerks are very negligent, and but few of them report the names of district officers as required by statute, and some of the town clerks neglect the plain duty of their office in relation to the schools.

RURAL SCHOOLS.

In my work for the past year I have spent most of my time in looking after the rural districts, for the reason that the Union graded school (in the town of Homer, and which is in a flourishing condition, and is a great help to the teachers in my district) is looked after by a board of education that takes pride in seeing the work move on, while in the country schools their wants and interests are often placed in the hands of men who have little or no education themselves, some are unable, others are unwilling to properly fill this most responsible position. They are too negligent in looking after

the wants of the schools, and in making out the annual reports, thus causing trouble for others, especially the teacher and commissioner.

IRREGULAR ATTENDANCE.

One great source of difficulty, one which grieves the heart of every earnest teacher, and retards their efforts to establish a systematic and thorough course of instruction, is the irregular attendance found in nearly every school in the country. The fault lies not so much with the child as the parent. Indifference, avariciousness or stubbornness will cause the parent to send the child to school one day, and keep him at home the next ; or, perhaps, send him one week, then keep him out three. As a consequence of this course, the child is the greatest sufferer, but his classmates, teacher and taxable inhabitants all share the loss.

NON-ATTENDANCE.

Another difficulty is non-attendance. Let us have a law that can be enforced.

The State furnishes free schools, presenting ample facilities for the education of all the children of the Commonwealth, but if a considerable proportion of them do not avail themselves of these facilities, there is a certain amount of public funds spent in vain. All tax-payers have an undisputed right to demand the full equivalent of their money, which is certainly not realized so long as there are any children in the State who do not receive the education provided for them. In a country like ours, where every man has a free use of the ballot, all should be educated, and a State which expends so many millions of dollars annually for the education of its children is prodigal of its resources if they are misappropriated ; and this, in my opinion, is the case so long as thousands of those children are almost entirely uneducated.

CONCLUSION.

To the patrons of my district for their hospitality, to supervisors, town clerks and trustees for their co-operation, I would return my sincere thanks. Hoping that all friends of education may press on, encouraged by the success of the past, and the promise of the future, that we may ere long realize that the intelligence of the American people is the security of the republic, and grateful to the Department of Public Instruction for advice and assistance received,

I am, yours very respectfully,

GUSTAVUS A. CROFOOT,

School Commissioner.

PREBLE, *December 1, 1886.*

DELAWARE COUNTY — FIRST DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR. — In compliance with your request, the following report in regard to the condition of the schools under my supervision is respectfully submitted :

TERRITORY.

This district is composed of 9 towns in the south-westerly half of the county, viz. : Colchester, Deposit, Franklin, Hamden, Hancock, Masonville, Sidney, Tompkins and Walton, and contains 185 school districts, of which 8 are joint, having their school-houses in other counties. It is one of the largest districts in the State, having an area of nearly 750 square miles. Its surface is rolling and hilly, with abrupt elevations along the valleys of the rivers by which it is intersected. Dairy farming is the chief industry, though lumbering is still carried on quite extensively in some portions of the district. There are also about a dozen acid factories in the district, which use large quantities of wood in the manufacture of alcohol, charcoal, tar, etc., and give employment to a great many men. Some sections are thinly settled, school-houses are far apart, and children in many instances have to travel from two to three miles to attend school. This largely affects the average daily attendance in those districts, especially during the winter season when many of the roads are impassable on account of snow drifts.

SCHOOLS, SCHOOL CHILDREN, TEACHERS, ETC.

The number of children of school age residing in the district June 30, 1886, was 7,175, and the number attending school some portion of the school year ending August 20 was 5,445 ; average daily attendance, 3,202, being nearly 59 per per cent of the enrollment ; average number registered for each teacher, 28 ; average daily attendance per teacher, 16.42. The average cost of instruction per pupil, based on teachers' salaries and number enrolled, was nearly \$7 ; based on teachers' salaries and average daily attendance, \$11.87.

Physiology and hygiene were taught in all the schools but 5. District libraries are almost entirely neglected. The law allowing trustees to apply the library money to the payment of teachers' wages should be repealed. The average length of term of school was 30 weeks. Number of duly licensed teachers employed and teaching for 28 weeks or more, 195. One district (No. 7, Hancock), recently formed, held but 14 weeks of school. The number of teachers employed at the present time is 201, and an additional teacher being employed in each of the following districts, viz. : Nos. 1 and 9, Sidney ; Nos. 6 and 21, Colchester ; and No. 1, Tompkins.

SCHOOL-HOUSES.

There are 178 school-houses in the district, all frame buildings with the exception of two, one of which is log, and the other stone. Their estimated value, including sites, is \$86,060, and the whole assessed valuation of property on which taxes are raised is \$6,133,669. It is gratifying to report that much has been done during the year in the matter of building and repairs. Seven new houses have been built, including those completed since the beginning of the present school year; about twenty others have been thoroughly and substantially repaired, and nearly all supplied with patent desks. Much more needs to be done in this direction, however, as there yet remain many old, dilapidated buildings which should be replaced by new ones. I am glad to learn that at least two districts have already voted to rebuild as soon as spring opens. Out-buildings are in a fair condition, though it has been necessary to order repairs in several instances. I am of the opinion that commissioners should have power to condemn school-houses without consulting supervisors.

FINANCIAL.

The receipts and expenditures were as follows:

Receipts.

| | |
|---|--------------------|
| Amount on hand August 21, 1885 | \$864 01 |
| Amount apportioned to districts | 19,362 48 |
| Amount raised by tax | 19,242 89 |
| Value of teachers' board (estimated)..... | 5,696 55 |
| Other sources not named..... | 2,327 60 |
| Total..... | <u>\$47,493 53</u> |

Expenditures.

| | |
|-------------------------------------|--------------------|
| For teachers' wages | \$38,030 77 |
| For libraries | 103 04 |
| For school apparatus..... | 158 14 |
| For school-houses, sites, etc | 3,114 76 |
| For all other expenses..... | 4,297 08 |
| Amount on hand August 20, 1886..... | 1,789 74 |
| Total..... | <u>\$47,493 53</u> |

EXAMINATIONS, LICENSES, ETC.

About 150 teachers take educational journals. Examinations are held semi-annually in each town, due notice being given in the local papers of the district. Applicants are examined in the following subjects, viz.: Arithmetic, grammar, geography, United States history, civil government, and physiology and hygiene, printed ques-

tions being used and written answers required. If time admits, an oral examination in school law, methods of teaching and reading is also held. An average standing of 75 per cent is required for a third grade certificate, 80 per cent and two terms' experience for a second grade, and 90 per cent, with at least four terms of successful experience in teaching, for a first grade. During the past year 429 persons have been examined, of whom 227 received certificates. I have also indorsed 41 Regents' testimonials. Seven hold certificates granted by the State Superintendent, and 4 are graduates of State Normal schools. Private examinations are not granted. I am of the opinion that a uniformity in the examination of teachers, so far as their literary qualifications are concerned, would be productive of much good, and to this end would recommend that the matter be under the control of the Department of Public Instruction.

VISITS AND OBSERVATIONS.

About 150 official visits have been made during the year. I have endeavored, to the best of my ability, to make these visits interesting to pupils and beneficial to teachers by taking part in the exercises of the school-room, and giving, as opportunity offered, such information and advice relating to matters of government and methods of instruction as experience and observation have suggested. A large proportion of the schools are in excellent condition, being supplied with earnest, energetic and competent teachers. In many districts, however, teachers labor under disadvantages which I believe exist to a great extent throughout the State, namely, lack of interest on the part of patrons, irregularity of attendance, multiplicity of text-books and a lack of school apparatus, such as charts, globes, dictionaries, maps, etc. The schools of this commissioner district also suffer from a lack of sufficient supervision, and I presume that such is the case in all the large districts of the State. Your predecessor, Hon. W. B. Ruggles, in one of his annual reports makes the following statement: "Commissioners cannot properly perform the duties of supervision over more than 100 school districts, and any thing approximating thorough work, with that number, will take all their time." From personal experience I know that this statement is true, and the matter of equalizing the commissioner districts is worthy of the earnest and careful attention of the Legislature. This county should be divided into at least three districts.

TEACHERS' INSTITUTE.

The teachers' institute for this district was held at Walton, beginning September 6. It was conducted by Profs. Sanford and Barnes, who were assisted by Prof. C. W. Skinner, Principal of Hancock Union School, Chas. H. Verrill, Principal of the Delaware Literary Institute at Franklin, and S. Comstock, Principal of the

Walton Union School. Three hundred and twenty-five persons were registered, which included all the teachers of the district with but very few exceptions, also about 100 others who intend to teach during the ensuing year. It was a decided success in every particular. All the exercises were practical and interesting, and the teachers generally expressed themselves as having derived great benefit from the instruction given. The plan of holding district institutes meets with the hearty approval of all in this section, and I would recommend that it be continued.

TEACHERS' ASSOCIATIONS.

A district teachers' association was organized at the institute which held its first session at Sidney in October. The meeting was well attended and proved to be very interesting and profitable to all. One pleasant feature of the occasion was an able and practical address given by Hon. A. S. Draper, Superintendent of Public Instruction. The next session will be held at Hancock on the third Friday and Saturday of May, 1887.

The following are the officers for the ensuing year: Prof. S. Comstock, President; Prof. C. W. Skinner, First Vice-President; Miss Esther Patchen, Second Vice-President; L. E. Rowley, Secretary; Robt. W. Jacobs, Treasurer.

UNION SCHOOLS.

The union schools at Walton, Hancock, Masonville, Sidney and Deposit (joint district) are in charge of excellent teachers and are accomplishing good results. The one at Sidney was organized during the past year and now employs 5 teachers. Its school building has just been enlarged and thoroughly repaired at an expense of \$2,500, and is doubtless the best ventilated building in the district. The building at Hancock is being enlarged at the present time and will be ventilated by the Ruttan-Smead system. Five teachers are employed. Eight teachers are employed in three buildings at Walton. A new building is needed here, costing at least \$20,000, to furnish suitable accommodations for the rapidly increasing population of this thriving village. Two teachers are employed at Masonville. This school, like many of the smaller schools in our rural districts, suffers from a too frequent change of teachers. The Downsville village district has recently repaired its school building and now has three departments, in all of which commendable work is being done.

TEACHERS' CLASSES.

The teachers' classes at Franklin, Hancock, Walton and Deposit are well attended and furnish many thoroughly qualified teachers for our rural districts. I am heartily in favor of these classes as organized and conducted in this district at the present time, and earnestly advise those who are preparing to teach, and teachers who need special training in methods of instruction, to become members.

STATE AID.

The present manner of apportioning the public money is satisfactory to all in this county; also, the half million increase voted by the Legislature last winter. State aid should also be given our academies, but without reducing the amount at present appropriated for the common schools.

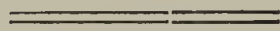
Sincerely thanking patrons, trustees, teachers and the Department for many courtesies shown and favors received, I am,

Very truly yours,

P. L. PURDY,

School Commissioner.

DOWNSVILLE, *December* 10, 1886.



DELAWARE COUNTY — SECOND DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction:

SIR.—In compliance with your circular of October 22, 1886, I submit the following:

SCHOOLS IN THE DISTRICT.

The second commissioner district of Delaware county consists of 178 school districts, 170 of which have school-houses within the county, and 8 in adjoining counties. There is one union free school with an academical department, situated at Stamford, conducted by Professor Adelbert Gardenier; one academy situated at Delhi, conducted by Professor Willis D. Graves; both of these schools give instruction in a teachers' class one or more terms during the year.

OFFICIAL VISITS.

In the school year, ending with August 20, 1886, I have made 112 official visits; making but 2 in a day, endeavoring to hear as many recitations during the time as possible. I am very free to make any suggestions which will be a help to teachers or pupils in their school work.

IMPRESSIONS.

I am more and more convinced by my visitations that the "qualified age" of teachers should not be under eighteen years of age, as but few at sixteen years have the development and stability of character requisite to properly control themselves or the school committed to their care.

The greater part of the difficulties which arise between teacher

and patrons is with this young class of teachers. I have refused to grant a license to many young applicants, deeming it preferable to have them wait a year or two with the chances of success in their favor, than to commence too young and make a failure.

EXAMINATIONS.

I have held fourteen public examinations in addition to that given at the close of the institute held in September, 1886; these were written examinations upon the following subjects, viz.: Arithmetic, grammar, geography, history, civil government, physiology and hygiene, endeavoring to make fair, practical tests of the applicants' knowledge and ability to impart instruction to others. I have granted 230 certificates, 64 first grade, 43 second grade and 123 third grade; many of the third grade were issued for six months and only for summer schools.

SCHOOL BUILDINGS.

Since January, 1885, seven new school-houses have been erected, at a cost of from \$400 to \$3,000; and furnished with modern improvements, such as iron seats, good blackboard, etc. Several other districts contemplate either building or repairing.

TEACHERS' INSTITUTE.

The teachers' institute for this commissioner district was held at Delhi for the week beginning August 30 with Professor H. R. Sanford as conductor, 182 teachers attending.

There has been a growing dissatisfaction, both among the teachers and people, in respect to the work accomplished at these meetings. I consider the plan of holding district institutes a step in the right direction. Our former institutes were mass-meetings, devoid of interest and attention.

The institute was divided in the forenoon into two sections; Professor Gardenier, Professor M. C. Plough, Professor J. O. Griffin, Professor W. Gladstone, Professor S. C. Smith and the commissioner taking part or conducting the exercises; different topics were taken up, and the plans for presenting them to the pupil were fully discussed.

Every teacher with whom we talked was very much pleased with this method, feeling that something practicable had been given and that they could use in school work.

The afternoon was occupied by Professor Sanford assisted by Professors Griffin, Graves and Gardeneir, in discussing matters relating for the most part to school work in general.

THE LEAST SCHOOL FOR THE LEAST MONEY.

In many school districts the only question of any importance is to select the man for trustee who will be sure to have but twenty-eight

weeks of school, pay *all* expenses from the public funds, and still have a balance in favor of the district. By some law of affinity such trustees seem to be able to obtain a teacher about as devoid of interest as themselves. A live teacher can do much in arousing and keeping up the general interest in education.

EDUCATIONAL JOURNALS.

Last year I made a proposition to the teachers that I would allow a certain per cent on examination to those who were regular subscribers for educational papers.

I received a card from the editor of "Teachers' Institute," making Delaware the banner county. I believe it possible to select those who read educational works about as soon as I enter the school-room.

NORMAL GRADUATES.

We have some ten teachers attending the State Normal schools at Albany, Cortland and New Paltz. Four graduates are teaching in this commissioner district in the common schools, doing a good work. I hope to be able to report a greater number in the future.

COMPULSORY ATTENDANCE.

If it is the intention of the late law in reference to teachers attending institutes to *compel* attendance, it seems to me that it would be well to have it amended so that commissioners could insist on such attendance, and that for the whole time. Nearly one-third of those in attendance, or that registered, might as well have remained at home, coming for one or two days at the close of the session.

ALTERATION OF DISTRICTS.

I deem that all questions relating to the alteration of districts, establishing new or dissolving old ones, should be left with the town boards, as they, from their acquaintance with the locality, would be better able to pass judgment upon the questions, thus removing a great amount of prejudice against the commissioner.

In closing this, my special report, I desire to heartily thank the Department for the encouragement and courtesies extended. I remain,

Respectfully yours,

E. R. HARKNESS,

School Commissioner.

DELHI, November 29, 1886,

DUTCHESS COUNTY—FIRST DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—In compliance with the request issued from your office October 22d, I submit the following brief report of common schools in this commissioner district.

SCHOOLS AND TEACHERS IN DISTRICT, VISITS, ETC.

There are 134 school districts, the school-houses of which are in Dutchess county, and there are several joint districts composed partly of Dutchess county, Putnam county and Columbia county. I apportioned the public moneys among the several districts, held a teachers' institute, made abstract report from trustee's report to Department of Public Instruction. One hundred and forty-five official visits were made to the schools during the year. Thirteen public examinations were held, besides many private examinations of teachers. One meeting was held for the examination and appointment of candidates for scholarship at Cornell University. One hundred and twenty persons were licensed to teach, and the number of persons engaged in teaching at the same time was 168, of which 140 were licensed by local officers, 20 by Normal school, and 8 by the State Superintendent. Of all the teachers 22 were males and 146 females. Average time schools were taught, 36 $\frac{1}{7}$ weeks. The number of children of school age, as reported by trustees, was 11,220.

STATISTICS.

The accompanying table shows in detail statistical information by towns :

| TOWNS. | District. | Teachers. | Number of children. | Number attended. |
|--------------------|-----------|-----------|---------------------|------------------|
| Amenia..... | 12 | 12 | 720 | 408 |
| Beekman..... | 5 | 5 | 331 | 201 |
| Dover..... | 13 | 13 | 638 | 397 |
| East Fishkill..... | 12 | 12 | 706 | 519 |
| Fishkill ... | 6 | 28 | 3,239 | 1,709 |
| La Grange..... | 13 | 13 | 504 | 390 |
| North East..... | 12 | 13 | 709 | 468 |
| Pawling..... | 9 | 10 | 617 | 401 |
| Pine Plains..... | 8 | 9 | 433 | 284 |
| Stamford..... | 14 | 14 | 541 | 365 |
| Union Vale..... | 10 | 10 | 444 | 319 |
| Wappingers..... | 7 | 15 | 1,608 | 953 |
| Washington..... | 13 | 14 | 732 | 523 |
| | 134 | 168 | 11,220 | 6,937 |

PUBLIC INTEREST.

From press and platform come opinions upon education; how shall an interest be awakened? I answer, by showing the parents and public the value of education and what leading minds say about it. Too many children do not know what they are sent to school for. Make them feel that all things are worth knowing. This will broaden their mental vision and give them a growing interest, and parents, who are the principal part of the public, will become lively votaries and the old inferior objections will shrivel and shrink away.

CONDITION OF SCHOOL BUILDINGS.

Another serious drawback to public interest is the condition of the school-houses. They are not in the country what they should be,—very far from it.

In many places the old fashion slab benches around the sides are in vogue. The grounds are sadly neglected, never graded and poorly located.

The surroundings are very unattractive, and the whole appearance is uninviting and uncomfortable. It is a mean idea that children should only have the poorest tools with which to work. Give them good school-houses; good desks; good text-books and good teachers, and the school in any community will at once become popular and all will be interested.

INDIFFERENCE.

I find something truly surprising in the fact that teachers in two cases out of three are not willing to subscribe for the journals pertaining to their profession. They are not willing to take papers bearing on their business, nor eager to devote the time to their careful perusal, and thus watch with an ever-growing interest the latest developments of their calling. A large proportion of the teachers do not ever make it a matter of policy to compete with the advancing age by taking these valuable aids, hence they know nothing of what their fellow teachers are doing, nor of the latest acquired and improved methods.

TEACHERS' INSTITUTES.

The present method of conducting teachers' institutes is well received, and meets with all the demands of the teachers in acquiring a more thorough and better knowledge and understanding of the work committed to their keeping; any change as to present method of conducting them, by introducing class-work, would have a tendency to keep many teachers away who are now very prompt and regular in attending; this would be on account of the embarrassment that would accompany such change.

The holding of two teachers' institutes, in the year, would meet with opposition from many of the teachers and the people generally. Our teachers' association would take the place of a second institute.

The teachers' institute, which is regarded as a temporary Normal school, is now being more favorably received on the part of all, fewer objections from trustees and a more co-operative spirit of work engaged in by both people and teacher, which may be attributed to the efforts of the teachers to put into execution the valuable hints and suggestions received at such times. To make the institute of the highest possible advantage, furnish the very best instructors possible, but little deviation from the present method of conducting them, insist upon it that teachers be in attendance regularly, and upon returning to their work carry with them every good impression received.

NORMAL GRADUATES.

The Normal graduates, as to methods, are in advance of the common school teachers, with the exception of a few very worthy ones.

Very respectfully your obedient servant,

GEORGE W. DRAPER,

School Commissioner.

CLOVE, *December 1, 1886.*

DUTCHESS COUNTY — SECOND DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—In compliance with your request of October 22, the following is respectfully submitted :

SCHOOL DISTRICTS.

This commissioner district includes seven towns. There are 71 school districts and parts of districts, 70 of which have their school-houses in this district.

VISITS AND OBSERVATIONS.

I have made during the year 76 official visits, and the general impression gained from these visits is that we are slowly but surely making progress. In many cases more interest is apparent among parents and school officers, more care is exercised in the selection of teachers, and more liberality is displayed in the financial management of the schools. Very little progress can be made in the schools that change teachers every term of the school. The schools that are making the most progress are those that have employed the same teacher for several successive terms and have a uniformity of textbooks.

LICENSES.

I have licensed during the year 12 teachers, and taking into consideration the grade of school in which they were to be employed, have been generally well pleased with the results of examinations. I find the present corps of teachers employed in my district faithful and conscientious workers, but somewhat deficient in professional training, and particularly as regards the many little matters pertaining to school economy, which are only understood by those teachers who are the fortunate possessors of careful habits of observation and of long experience in school-room work.

There is no difficulty in supplying a sufficient number of amply qualified teachers for all schools where the public sentiment has been educated up to the fact that such teachers can only be secured by extending some inducements in the way of proper school accommodations and a salary in keeping with the amount of work to be performed and the qualifications demanded.

SCHOOL BUILDINGS.

With few exceptions the school-houses are in good repair. In some districts the out-buildings are not kept in good repair, and little attention is paid to their sanitary condition.

TEACHERS' INSTITUTE.

The annual teachers' institute for this county was held at Poughkeepsie, commencing May 17, and continued in session five days. It was conducted by Professor H. R. Sanford, assisted by Professor C. T. Pooler. The law regarding the attendance of teachers at the institute had the desired effect. All the schools in this district were closed during the session of the institute, and the teachers employed in these schools were in attendance.

I regard the institute as a very important and valuable factor in the training of our teachers, particularly so as its influence reaches a class of teachers that can be given professional training in no other way. I find the work steadily increasing in favor, both with the teachers and the public, consequently fewer objections to the institute are heard. I would suggest that if any thing could add to its efficiency, the making of the work of the institute more practical might perhaps have that result. As a means toward this end, let the instructors, where practicable, be furnished with classes of pupils from the public schools of the village or city where the institute is held, and of such a grade that the instruction given shall be one day's lesson in advance of the last work done by the class in school. Let the instructors, using these classes so provided, and of such suitable grade, exemplify the theories which they advance, thus teaching the teachers objectively, as well as giving practical demonstrations of the truth and value of their theories that cannot fail to convince the most sceptical. Another result gained from this work

so conducted will be an increased interest, and the benefit that must result therefrom, among those teachers who are not fully able to grapple with all the problems of the new education as presented by the instructors, but who would readily become awakened, interested and improved by the many ideas in regard to the more philosophic methods of class-room work that could be thus easily and forcibly presented.

PUBLIC INTEREST.

As to arousing an interest in the cause of education on the part of the general public, I would respectfully suggest that one or two lectures on the subject of "the relations between the school and its patrons" and "the needs of the school," and adapted to the capacity of the audience in each special case, be delivered in each of the more important districts, by some capable and intelligent teacher, who is thoroughly familiar with the subject from a long and successful experience in school-room work. I believe that a few of such lectures, consisting of plain, practical, common sense talk, viewing the school as a business institution, organized for a definite purpose, and hence to be managed in strict accordance with those principles of business management applicable to any other business institution, and delivered by the proper men, who have a thorough and exhaustive knowledge of the subject, would be the best possible means of educating public opinion in regard to the proper and successful management of our schools.

PROFESSIONAL LITERATURE.

More professional literature is found in the hands of the teachers than was formerly the case, and, next to the institute work, I regard this an important agent in the professional improvement of such teachers as have been denied the benefits of a regular course of Normal instruction.

NORMAL SCHOOLS.

The Normal schools are growing in favor with the people of this county. Six graduates of State Normal schools were employed in this district during the year.

The commissioner district is represented at Cornell University and the State Normal school at Albany.

LONGER TERM FOR SOLE TRUSTEE.

In the discharge of my duties as commissioner I have seen opportunity for but one amendment that seems to me of practical utility. Could the sole trustees of rural districts be elected for a term of three years instead of a single year as is now the case, the

result would no doubt be the retention of the teachers in those districts for longer terms, and this would be of much real benefit to such schools.

Yours respectfully,
ALBERT P. SMITH,
School Commissioner.

MADALIN, *December 1, 1886.*

ERIE COUNTY — FIRST DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—In response to your circular letter of October 22d, I respectfully submit the following report :

TEACHERS.

One hundred and twenty-two duly licensed teachers were employed in this district for 28 weeks or more during the last school year, of which 21 were Normal graduates, 30 hold first grade, 67 second grade and 25 third grade certificates.

EXAMINATIONS.

I held 12 public examinations during the year, and granted 63 certificates, 10 first grade, 25 second grade and 28 third grade.

The commissioners in this county have used a uniform set of questions in this work during the last two years, besides this, manuscript work which, to a great extent, must be the basis upon which teachers are licensed. I have introduced some oral work which I find to be more effectual than any other method in determining the candidate's ability to teach. In this I endeavor to be just, and my theory is, "Justice to pupil is justice to teacher."

VISITS AND IMPRESSIONS.

I have made 230 official visits during the year, giving, however, the greater part of the time to those schools that to me seemed to be in the greatest need of such assistance as I was able to give. I am thoroughly convinced if any great advancement is to be secured in the work done in our rural school districts it must come very largely through the medium of the work done by the commissioners in their visits at the schools, and their judicious suggestions and assistance. It is true that the majority of my teachers

come to their work without the advantage of any special training for it; if they have any ideas as to how they ought to begin this work or to proceed with it after they have begun, those ideas are very crude. Now what can these teachers do in the circumstances? There is but one reply, experiment. If the commissioner knows of these cases, and he certainly ought, and is present to advise with and otherwise assist them early in the term, he can do much toward making the work of such teachers a success. I realize that this supposes that the commissioner knows how to do this work himself; and upon what other ground can his being commissioner be justified?

The schools in this district are certainly being better taught, better and more easily controlled, and necessarily doing better work than they did last year. You ask for facts to substantiate my statements. The same teachers in the same schools are doing their work more systematically, thus saving time, their pupils are more interested in their work, the habit of observation shows itself much more generally among them, and their ability and readiness to give in their own language what they have seen, heard and read is very much improved. The teachers themselves are much encouraged by their evident success, and more than ever anxious to improve in their work; another evidence of better work is the fact that the *pro rata* attendance in many schools has increased.

CONDITION OF SCHOOL BUILDINGS.

The school buildings generally are very comfortable; there are a few school-houses that ought to be condemned. No new houses have been built during the year, but several have been repaired and much improved. The school-house in the village of Lancaster has been furnished with new heating and ventilating apparatus, and is now warmed by steam from radiators in different parts of the building; the fresh air being warmed also before it is admitted into the school-rooms—all at a cost of \$1,300. Many of the school-houses still have very uncomfortable seats, a few of them yet having the desks facing and against the walls, with seats without backs.

UNION FREE SCHOOLS.

We have four union free schools in this district. The Parker Union Free School, Professor E. A. Parkes, principal, and ten assistants; Tonawanda, Professor F. A. McCoy, principal, with twelve assistants; Akron, Professor F. W. Lindsley, principal, with four assistants, and Alden, Professor W. T. Palmer, with two assistants. The villages of Lancaster and Williamsville each has a flourishing school, the former under Professor C. M. Clark, principal, with three assistants, the latter under Professor O. C. Bugby, principal, with four assistants, all doing excellent work.

NORMAL GRADUATES.

The Normal graduates go to their work with a decided advantage over other beginners, having had special instruction, both in the

science and art of teaching. They are much more sought for in our schools than formerly, and those wishing to teach know this to be the fact. As proof of this statement, I had only three applications for recommendations to Normal schools, while this year I have had fifteen.

TEACHERS' INSTITUTES.

Last March an institute for this county was held at Clarence in this district, conducted by Professors Sanford and Pooler, and was a decided success; its influence is plainly demonstrated in the work of the teachers in this district. I find many of them putting into successful practice ideas and methods brought out at that institute. A case in point: A teacher who had some experience said to me in conversation, I wish I could make use of Professor Sanford's method of teaching primary reading. I am satisfied it is *the* way, but I know I never could do it. She was finally persuaded to make the effort, and succeeded. It is true that some who attend the institute are not benefited thereby, but I think the same may truthfully be said concerning all places of instruction.

I believe the institute, teachers' classes in our union schools and the Normal schools are accomplishing much good for our educational interests. The institute is growing in favor among both teachers and school officers in this district, and as that is the only agency that reaches the majority of our teachers, excepting the teachers' association, I feel that every teacher employed in the public schools ought to attend them. We have not as yet had any experience with the district institute, but for large counties like Erie, I am sure they are a necessity.

SUGGESTIONS.

I. The method of employing teachers ought to be changed. I expressed my opinion emphatically concerning its results in my report last year.

II. The alteration of district boundaries is another matter that requires legislation. Under the present law it is the most perplexing subject with which the commissioner has to do.

III. The law by which such boundaries may at any time be altered by the sale of farms is a nuisance.

IV. Having had experience in school work in the State of Ohio, where the township law is in operation, I think I see the way out of many of the perplexing things that exist in our system, under such a law.

In conclusion, I desire to thank the trustees, teachers and the State Department for their courtesy and kindness to me in all my relations with them.

Respectfully yours,

C. E. SMITH,

School Commissioner.

LANCASTER, *December 1, 1886.*

ERIE COUNTY — SECOND DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR. — In compliance with your request of October 22,⁵ I submit the following :

SCHOOLS, VISITS, OBSERVATIONS, ETC.

The second commissioner district of Erie county consists of nine towns divided into 97 school districts, all of which have maintained school at least 28 weeks during the past school year, employing 124 teachers. During the year I have held 12 public examinations, due notice of which was given through the county papers. Total number of certificates granted during the year was 131. I made 179 official school visits; with but few exceptions I found the teachers doing good work; nearly every teacher is a subscriber to some educational journal, and they are trying to improve themselves by reading the works of some of our best educators. There is a steady growth of improvement manifest in the schools, not so rapid as we wish to see, but perhaps as rapid as circumstances will admit.

INSTITUTES.

There were two sessions of the Erie county teachers' institute during the year; the attendance was large, especially the session in the fall at East Aurora, where over 360 were registered. I think the arrangement for smaller institutes and giving the teachers part of the work to perform will be of decided advantage. But little objection is made to closing schools during the session of the institute.

UNION FREE SCHOOLS.

The union schools at Hamburg, Aurora and Angola are doing good work; the principals are earnest workers, ably assisted by the best of teachers. The instruction given to teachers' classes in these schools has been valuable; 35 members of the different classes are engaged in the district schools and are doing much better work than those who have received no instruction in methods. But few Normal graduates find their way into our district schools. The union schools furnish nearly all the trained teachers for this commissioner district.

THE SCHOOL BUILDINGS

are in fair condition; two districts have built new and several have repaired and re-furnished. About two-thirds of the buildings are furnished with modern seats and desks.

THE DISTRICT LIBRARY

with but few exceptions, is a thing of the past; the amount apportioned is so small that little or nothing can be done in buying books, the money being used in payment of teachers' wages. As I view the dilapidated condition of our district libraries, it seems proper to suggest that there be no separate apportionment for library money.

RELIEF FOR RURAL DISTRICTS.

I think if the State tax for the maintenance of the public schools was restored to one and one-fourth mills it would relieve the rural districts from excessive taxation, and enable them to employ better teachers.

CORNELL SCHOLARSHIP.

At a competitive examination held by the commissioners of the county at Orchard Park in July, Frank Abbott, of Abbott's Corners, Gustus B. Hepp, of Abbott's Corners, and Bently Bourne, of Hamburg, received the free scholarships to Cornell University.

Thanking the Department for many favors and prompt answers to inquiries, I am,

Very respectfully yours,

CHARLES H. IDE,

School Commissioner.

EDEN, *December 2*, 1886.

ERIE COUNTY —THIRD DISTRICT

Hon. A. S. DRAPER,

Superintendent of Public Instruction:

SIR.—In compliance with your request I respectfully submit the following brief report in regard to the schools under my jurisdiction.

STATISTICAL.

This commissioner district comprises the towns of Boston, Brant, Colden, Collins, Concord, Holland, North Collins and Sardinia, which are divided into 89 school districts and parts of districts, 5 of which are joint, and have school-houses situated in other counties. A new district, consisting of parts of districts Nos. 10 and 14, was formed in the town of Concord last summer. This gives me 84 school districts with school-houses situated in my commissioner district.

OFFICIAL VISITS.

I made, during the past year, 162 official visits, and I was favorably impressed with the advancement the teachers have made in methods of teaching, especially in the way of teaching primary pupils.

PRIMARY WORK.

I am trying to impress on the minds of the teachers the importance of primary work and the need of understanding the best methods of teaching.

LICENSES.

During the year I have licensed about 90 teachers and indorsed 25 licenses granted by other commissioners.

LACK OF QUALIFIED TEACHERS.

It is difficult in this district to obtain as many qualified teachers as are needed in the schools of the district.

BUILDINGS.

Three new school-houses have been built during the past year and a few old ones renovated. Every year, since I have assumed the duties of this office, has brought a change for the better in the condition of the school buildings of the district.

TEACHERS' INSTITUTES.

I suggested to the Department in my report last year, that one good man be sent to take charge of each institute and he be assisted by the best teachers of the district. He might also receive assistance from the teachers of the nearest Normal school. I cannot say how this plan will work as it has not yet been tried in my district, but I am of the opinion that there would be greater interest taken in the work, for teachers would discuss the subjects presented at the institute with more freedom, and it would seem to come nearer to the common schools, if given by a teacher of their acquaintance. We have had some excellent instructors in this county, but many of the teachers view the institute as nothing but an expense to them. There will always be a few of that class, and the only sure way to insure a *good* attendance is to enforce a law to that effect. If the institute be a good thing, then let *every* teacher attend; if not, discontinue it.

TEACHERS' ASSOCIATIONS.

We have an excellent teachers' association in this district, which meets every four months. The principal object of the association is to discuss methods of teaching and to make them uniform throughout the district. Nearly 100 teachers attended our last association, which was held at Collins Centre, Oct. 1st and 2d. David S. Kellcutt, professor of physical sciences in the Buffalo Normal School, gave a very interesting lecture, Friday evening, on "Coral and Coral Islands," illustrated with stereopticon views.

NORMAL GRADUATES.

There are at present eight graduates of Normal schools teaching in my district. Their work has been highly satisfactory to me, and I rank them among my best teachers.

EDUCATIONAL JOURNALS.

Nearly all the teachers have promised to take an educational paper, and I believe the majority are taking and reading a paper devoted to educational work.

NECESSARY REQUIREMENTS.

There are three things necessary for the maintenance of a good school in each district, viz.: A suitable school-house, properly ventilated, heated and lighted; a teacher possessing excellent qualifications, and a steady attendance of *all* the pupils of the district.

In my judgment the only effective way to secure these things is through legislation. The people in general, having other occupations, do not take the time to familiarize themselves with methods of teaching, know but little of proper ventilation, etc., and many of them allow their children to remain at home on the slightest pretense, and others do not send their children at all as soon as they are large enough to work in the field. There are not more than ten properly ventilated school-houses in this district (those that have been built within a few years), and probably not more than thirty districts have out-houses that will properly accommodate the children of the district.

SCHOOL POPULATION.

Four thousand eight hundred and forty-three children, between the ages of 5 and 21, were reported as residing in the district last year, 3,481 of whom attended the schools some portion of the year. While the above showing is not what it ought to be, I believe it will compare favorably with other districts of the State, and the only way to remedy the evils is through legislation.

I suggest the following

CHANGES IN THE SCHOOL LAW.

1. No person under eighteen years of age shall be allowed to teach in the schools of the State.

2. The school commissioner shall have power to order new seats whenever he considers them necessary for the welfare of the children. He shall have power also to order the trustee to expend a sum, not to exceed \$30, in providing a way of ventilating the school-house, whenever the same shall not already be provided with proper ventilation. The ventilation to be approved by the commissioner.

I suggest the following simple plans for ventilating country school-houses, and wish to be corrected if they will not serve the purpose: Let a chimney, having a single flue, be built on a solid foundation which rests upon the ground, the flue to extend as low as the school-house floor. Have a register open into the chimney a few inches above the floor. Have the stove pipe enter the chimney near the ceiling and connect, by an elbow in the chimney, with another pipe leading to the top of the chimney. By this means you will save the cost of a chimney having a double flue, have a better draught, and get rid of the greater part of the impure air. To provide the room with pure air, place a register beneath the stove, and underneath the floor a large tight air box, connected with the outside pure air by an air tube. Let the tube extend to the west if possible, because it will work better when facing the wind. This will furnish the room with pure air; the air will receive a certain amount of heat as it comes in, and the cost is very slight.

3. The compulsory education law shall be simplified and put in force. Penalties shall be attached in such a way, for its non-enforcement, that it can be easily enforced.

4. Provision shall be made for raising the standard of teachers' qualifications by enacting a law that requires them to pass a satisfactory examination in methods.

With many thanks to the Department for past favors, I am,
Very respectfully yours,

G. O. DILLINGHAM,

School Commissioner.

LAWTON STATION, *November 26, 1886.*

ESSEX COUNTY — FIRST DISTRICT.

HON. A. S. DRAPER,

Superintendent of Public Instruction:

SIR.—It is with pleasure that I submit this special report in addition to my financial and statistical report now on file in your Department.

DESCRIPTIVE.

This commissioner district consists of ten towns: Chesterfield, Elizabethtown, Essex, Jay, Keene, Lewis, North Elba, St. Armand, Willsborough and Wilmington. It contains 93 districts with school-houses in this county, and 108 departments, spread over a large area of rough and mountainous country, reaching far back into the heart of the Adirondacks, making the work of visiting the schools very laborious, especially during the winter months.

STATISTICAL.

The number of teachers employed at the same time for 28 weeks or more during the past year was 108, with an attendance of 4,599 pupils. The school-houses owned by the districts numbered 93, valued at \$51,448. On a total assessed valuation of \$4,319,994, there was raised last year for school purposes the sum of \$12,995.90, and the total expenses amounted to \$26,069.11. I find these schools filled with thorough, wide-awake, energetic teachers, ready to do their part of the work in the upbuilding of the cause of education. There are in this district five union free schools, situated at Elizabethtown, Essex, Keeseville, Ausable Forks and Bloomingdale, all of which are in a prosperous condition, and under their able management are doing a noble work, and their influence must broaden as time goes on.

VISITATIONS.

I have given most of my time to the country schools, knowing that the village schools are under the care of men who are acquainted with their wants and take a lively interest in their welfare. I have made in all 212 official visits, although the trustees' reports show a less number, the discrepancy arising from the fact that the teachers keep the daily attendance of the pupils in a book prepared by themselves, and when copying into the register forgot to note commissioner's visit. In these visitations I have allowed the teachers to proceed in the same way as if I was not present. By so doing I could the better judge of the work done and the manner of doing it. After which I make suggestions and ask any questions that in my judgment are called for. I intend to license only enough teachers to fill the schools, and these are culled from the best material in the district, and they, as a rule, are doing good work, and I can see an improvement as time advances.

TEACHERS' INSTITUTES.

The teachers' institute was held this year in the village of Elizabethtown, commencing May 18, and was largely attended by all classes of teachers. An unusual degree of interest was manifested, and the benefits derived therefrom can hardly be estimated. It was conducted by Dr. John H. French and Professor Charles T. Barnes, whose instruction was such as to awaken a lively interest in the highest sense of the term. I think I can safely say it was the most successful institute ever held in the county, and the work done and the interest awakened has set in motion a wave of progress that will be felt for good far down the stream of time. Nor would I neglect here to mention the unbounded pleasure given the teachers of Essex county by a visit from our deputy superintendent, Hon. Charles R. Skinner, with what earnestness and interest they drank in the thoughts and suggestions as they fell from his lips. They feel as well as ourselves that we are sustained in every good work by the Department.

I believe the institutes and Normal schools are accomplishing a great work in advancing our educational interests and helping to lay broader and deeper the foundations upon which we may safely build, and upon which our glorious institutions must rest. I regard the institute as indispensable to our common school system, and it is growing more in favor with the masses. I can see a wide difference in the work done by those teachers who attend our institutes. They are more systematic, more energetic, more imbued with the spirit of the true teacher.

TEACHERS' CLASSES.

Teachers' classes have received instruction during the past year at Elizabethtown and Ausable Forks, and those who have availed themselves of these opportunities for instruction have gone forth and are doing much better work than those who have not received this instruction. It is through this influence and that of the institute that the majority of our country schools are to be reached, and I think that the institution as well as applicants should receive credit from the State, in some way, for work done, although they fail to pass the requirements of Regents.

NORMAL SCHOOLS.

We are represented in four of our Normal schools, and the work done by those who have had the advantages of a Normal training is far in advance of those who have not, and such teachers are being called for, to fill our best positions, and are seldom found doing work in our country schools. They demand better positions and better pay, and they obtain them. We are represented at Cornell University by young men who will be an honor to the county, and we hope to hear from them in coming years filling high and exalted positions among their fellow men.

SCHOOL-HOUSES.

Two new school-houses have been built, and several others repaired during the past year, and others will be erected during the coming year. Quite an interest is being manifested in this direction which, to me, is an indication of progress, and I trust ere long we may behold good comfortable school buildings erected for our children to occupy while they are preparing for the duties of more mature years.

EXAMINATIONS.

During the past year, I have held semi-annual examinations in each of the ten towns composing this commissioner district. These examinations have been written and the applicants were examined in arithmetic, grammar, geography, spelling, reading, writing, United States history, civil government, and physiology and hygiene. Twenty questions were used in each subject relating to methods as well as

subject-matter. I intend to base my work as near as possible on Regents. One very encouraging feature is that applicants do better work each time, and there is also improvement in the work of the school-room. Most of our teachers take some educational journal and study the art and science of teaching as laid down by our best authors. I think the future outlook for progress is bright, and the work the teachers of Essex county are doing will compare favorably with the work done in any other county in the State.

PHYSIOLOGY.

Instruction in physiology and hygiene has been given in nearly all of our schools, some orally, others by text-books, and many, both methods. The teachers have taken hold of the matter with energy and been sustained by patrons and pupils.

CHANGE OF TEACHERS.

One of the great hindrances to the advancement of our schools is the frequent changing of teachers. I am convinced that it is doing more to retard the wheels of progress than any other one thing, but I am glad to say it is fast passing away. The patrons of our schools are seeing their mistake, and are trying to remedy the defect by procuring the best teachers we have and retaining them in the work.

SUGGESTIONS.

In conclusion, I would suggest, that there be no separate apportionment of library money, that the number of weeks constituting the school year be increased to at least 30, that the money sent into the county, aside from the district quota, be apportioned on the average daily attendance alone, that a uniform system of examination emanating from the State Department be established, that some way be provided for an accurate and definite description of district boundaries.

Thanking the Department for prompt replies to inquiries, uniform kindness and courtesy, I am, sir,

Your obedient servant,

F. L. MILLER,

School Commissioner.

LEWIS, *December 1, 1886.*

ESSEX COUNTY — SECOND DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR. — In compliance with your request of October 22d last, I herewith submit the following report :

DESCRIPTIVE.

This commissioner district is composed of the towns of Crown Point, Minerva, Moriah, Newcomb, North Hudson, Schroon, Ticonderoga and Westport, and lies in the southern portion of the county. There are in all 85 school districts, in which are situated 90 school buildings. There are employed in these 85 districts, at the same time, 116 different teachers. In some of the districts, however, a change of teachers from term to term is frequent, and for this reason 174 different teachers have been employed during the past year. There are in this district four union free schools and one academy; in connection with two of which (Crown Point Union Free School and Sherman Academy) teachers' classes have received instruction during the fall term, and each is to instruct a teachers' class during the coming winter term.

VISITATIONS.

Official visits have been made to these several schools as often as practicable and as their needs seem to demand. One hundred and twenty-four such visits have been made since my report of one year ago. These visits have been made by me in the same manner stated in my last report. I have endeavored to visit each school at such a time during the term, when I could best judge of the work being done by the teacher in charge, and of the progress made by the pupils, if any, since my last previous visit. And in this branch of my work I have been notably impressed with the fact that much more attention is being given to the science and methods of teaching than heretofore. Teachers themselves are generally greatly interested in this branch of education and seem eager and anxious to obtain new ideas on the subject, and to this end quite a large proportion of them take some educational journal, while school officers are beginning to appreciate its importance, and are asking for teachers that "are well up in the modern methods of teaching" to put into their schools.

LICENSING TEACHERS.

My work in this direction has been pursued as heretofore. At stated times during the months of February and August, I have held twelve different examinations in the towns named, excepting the towns of North Hudson and Newcomb, where I have held no examinations, there being no demand for the same. Each of these examinations have been written with such oral questions at the close of the work as the answers of the applicant to the written questions would suggest. I have licensed during the year 78 teachers.

There is but little difficulty in procuring qualified teachers, and I am happy to state in this connection that quite a large majority of the teachers now teaching in this commissioner district are graduates of colleges, Normal schools or teachers' classes.

SCHOOL BUILDINGS.

The school buildings generally are in a very good condition as well as the out-buildings connected therewith. There are, however, a very few that are in a very bad condition, but I am in hopes to have them replaced by new ones before the close of another year. New houses have been built in districts Nos. 2 in each of the towns of Minerva and Newcomb.

The furniture in many of the schools is not what it should be, and particularly the seats. Seats constructed of a board or plank with another nearly at right angles for the back are to be found in nearly all of our schools. But in this there is some hope that the near future will drive this relic of the past from the school-room. New houses that are now being built use quite generally patent seats, or seats that meet the requirements and comfort of young children, and some of the old buildings that have been or are now being repaired have either put in or are discussing the question of putting in such seats.

TEACHERS' INSTITUTES.

Teachers' institutes have a very strong and desirable effect on the cause of education in this county. They are increasing in favor with the public and are highly appreciated by teachers generally. Indeed there is but little opposition, if any, to teachers attending at the expense of the district where they are employed, and a large majority of school officers and trustees insist on teachers employed by them attending. A notable instance of the interest taken in this work is evidenced by the fact that at the institute held at Elizabethtown in May last, less than a dozen active teachers were absent. Nothing has done so much for our common schools as these gatherings. The work which has already been accomplished by this branch of our educational system commends itself not only on account of the results achieved, but the general interest which it has produced in the cause of education. The mere fact of calling all of the teachers in a county together to discuss educational matters, awakens a general interest in the welfare of our common schools, to say nothing of the benefits to be derived by teachers, and if commissioners were allowed more liberty in advertising institutes in local papers I do not believe the expense in so doing would be a bad investment, notwithstanding notice of the same can be brought to teachers in a much cheaper way.

NORMAL SCHOOLS.

But few Normal graduates are teaching in this county, but those who are give excellent satisfaction. They are held in favor and there seems to be a growing demand for such teachers. During the past year quite a number of young teachers perceiving the favor in which Normal teachers are held have quit the school-room for the Normal school.

SCHOOL LAWS. SUGGESTED CHANGES.

I would suggest the following changes:

1. A change in the manner of apportioning library money. The amount now received by most districts is so small that it practically amounts to nothing for the purchase of books, and as a natural consequence it is quite generally used for the payment of teachers' wages.

2. Some action should be taken fixing a uniform qualification of teachers throughout the State.

3. The State tax should be increased so that it would be sufficient to pay teachers' salaries.

Very respectfully,
CHESTER B. McLAUGHLIN,
School Commissioner.

PORT HENRY, *December 1, 1886.*

FRANKLIN COUNTY — FIRST DISTRICT.

HON. A. S. DRAPER,

Superintendent of Public Instruction:

SIR.—In compliance with your circular letter of October 22, I respectfully submit the following supplementary report:

STATISTICAL.

There are 96 school districts in my commissioner district (the first district, Franklin county), 92 having their school-houses in this county and two each in Clinton and Essex, employing at the same time for a term of at least 28 weeks 129 teachers; that there has been employed during the school year ending August 20th 175 different teachers, of whom 169 were licensed by local officers, 2 by the State Superintendent of Public Instruction and 4 by Normal schools.

IMPROVEMENT.

I have made during the year 161 official visits, and I am led to believe by observations made that the teachers as a rule are making greater effort to improve their schools than ever before, and that trustees are taking more interest in the condition of the school buildings and the comfort of pupils than formerly.

LICENSES.

I have granted during the last year 129 licenses, 53 of the first grade, 40 of the second and 36 of the third.

QUALIFIED TEACHERS.

I do not find any difficulty in procuring qualified teachers for the schools in my district, which result is largely due to our excellent academy at Malone, of which we feel justly proud, and think that it will compare favorably with any of its class in the State. The graduates of its teachers' classes are among the most efficient of my teachers and compare quite favorably with graduates from Normal schools.

NEW SCHOOL-HOUSES.

In the matter of school-houses there is a marked improvement within the last year, there having been six new houses completed before the 20th of August and one since at Burke, a fine building, complete in all its appointments, with four departments, and costing about \$3,000.

OUT-BUILDINGS.

I find a great lack in many districts of proper out-houses, a fault, in the first place, of the trustees in not providing proper buildings and keeping them in repair, and of the teacher, in the second place, through a false modesty in not seeing that they are kept in proper condition. I have brought the matter to the notice of the trustees and am pleased to note a marked improvement in that direction.

TEACHERS' INSTITUTES.

In regard to teachers' institutes I am more and more impressed with their importance as tending to greater uniformity of methods in teaching, and consequently avoiding the loss of time in changing modes of teaching as different teachers occupy the schools. The objection to them in this county is rapidly dying out, and they are very much more popular than formerly. In regard to holding institutes in each commissioner district, I do not think it will work advantageously in this county, since we are so located that Malone will accommodate either district better than any other place in them, and is easy of access from all parts of the county. It also has the most suitable buildings for the purpose, and the best hotel accommodations. I cannot think of any better way that the cause of education can be served than by the institutes.

EDUCATIONAL JOURNALS.

In regard to educational journals I do not think that more than one in four of my teachers take one, notwithstanding the fact that I have urged it upon them frequently.

NORMAL SCHOOLS.

The Normal schools are doing excellent work, and their graduates make the best teachers I have.

SUGGESTIONS.

There is one suggestion I would respectfully make in relation to amendments to the present school law, and that is that trustees be paid for their services a sum sufficient to induce capable, educated men to accept the office. As it now stands, it is very hard to find men capable of performing the duties of the office to accept it, and in many districts they have a great deal of trouble to get *any one* to accept it. This is all wrong, and should be remedied at once.

Thanking the Department for the many courtesies shown, I remain,

Yours respectfully,

JAMES M. WARDNER,

School Commissioner.

RAINBOW, November 8, 1886.

FRANKLIN COUNTY — SECOND DISTRICT.

HON. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—In answer to the request contained in your circular of October 22 I respectfully submit the following report :

NUMBER OF SCHOOLS, ETC.

The second commissioner district consists of 9 towns, 88 school districts, which employed in the last year 101 teachers, engaged at the same time. I have given 126 certificates in the last school year, 38 first grade, 48 second grade, and 50 third grade. I have advanced quite a number from the second to first grade, merited by experience and excellent work. We have many fine teachers who make every effort to take front rank in their profession. There is a small number of young and inexperienced teachers added each year, yet I find that they conform more readily to the rules and recent methods than do some of the older teachers.

VISITS AND OBSERVATIONS.

I have made 133 official visits in the last school year and found a majority of the schools doing very good work and giving general satisfaction ; a few were found, however, that failed for *want* of *proper* discipline. I also found some schools suffering for the want of necessary material for successful work, such as blackboards, dictionaries, while some have been found who, notwithstanding urgent and repeated solicitations, failed to furnish even chairs, chalk or good wood for the use of their schools.

DISCREDITABLE NEGLECT.

The school grounds are generally neglected. A few districts have *good* accommodation for the children, while a majority neglect

this to the extent that they are a disgrace to those responsible; eight districts reported last fall as having *no conveniences* whatever. This condition of affairs should be changed; I would recommend that the law be so made that the out-houses should all be inspected each year and a special report made by some one authorized as to their condition, and that *all* school moneys be withheld from each and all districts until suitable buildings are provided by the districts and approved by the inspector. There have been six new school buildings erected in this district since my last report, quite a large number repaired, the school buildings generally are in a better condition now than they have been before since I commenced the work of inspection, yet there are a large number that should be replaced by new houses in the near future.

INSTITUTES.

Our institutes have in the past been well attended and have borne good fruits, yet a large part of our teachers entertain the idea that quite a part of the instruction given is not applicable to the ungraded schools of the rural districts.

Judging from the comments I heard made while our *last* institute was in session last September, I was caused to believe that the system of introducing local talent to conduct a portion of the institute work would not meet with favor. Some of the teachers come a long distance, and all are to considerable expense, and they desire something better than a majority of our teachers are able to give, without any experience in public lecturing.

NORMAL SCHOOLS.

These furnish our *most* successful teachers, and our greatest concern is that we are not able to secure the services of a greater number. We have had the pleasure of recommending quite a number of teachers to the Normal schools in the past year.

LIBRARIES.

In some of our larger villages the libraries contain a few volumes of good works, but in the rural districts they are not worth mentioning, except to condemn; if possible they are growing worse every year. If success is desired some other plan must be adopted.

TEXT-BOOKS.

Agents of the many publishing houses of these books are so *numerous*, so *active* and so *persistent* that many of our schools are imposed upon, a great number of different authors are introduced, and continual changes are being made, which is a serious drawback to the prosperity of the schools, also the price now asked for school-books by local booksellers is enormous and in many instances is beyond the reach of the poor. I would suggest that a law be enacted caus-

ing the State to control this matter, select the text-book to be used, and furnish them to the people at a cost not above their publication. I believe the people ought to be protected.

GRANTING CERTIFICATES.

I would heartily indorse the plan suggested sometime since by some leading spirits of the State, that all licenses be granted by the Board of Regents or some similar body selected by the State Department. I am quite sure that we should avoid many disagreeable episodes that are quite liable to arise with any commissioner, and I think the plan would elevate the standard and consequently give us better schools.

SLOW TO CHANGE.

Many of the causes detrimental to successful work in our schools that existed when I made my last report still continue to exist, and although *steady* and *earnest* endeavors have been put forth to inform the people of the necessity of reform, they have been slow to carry those changes into effect. A majority of country districts choose the man for trustee that will call for the least tax, usually a man not much interested in school affairs and one who has no children to send to school; hence he hires cheap teachers, expends little or nothing on repairs, *all* for self and economy and nothing for the good of the schools and the welfare of the children. The commissioners can counsel and urge, yet the common trustee will not be advised.

THE TOWNSHIP SYSTEM.

It seems to me that if our schools are to be productive of the most good, a different official must be at the helm. I would suggest that the town system might be an improvement; create a law which would allow the formation of a town committee of three or more to do the work now done by the trustees, hire all the teachers, have charge of all the schools of the town, and if any deficiencies arise, strike the tax on the whole town instead of the district as at present. This would give the weak districts as good schools as the more wealthy, equalize the taxes, and do away with so many trustees, who are so constantly vying with each other to see which can the most effectually stifle progress and hold in check every plan that would give the greatest good to the greatest number.

Respectfully submitted,

L. M. BERRY,

School Commissioner.

WEST CONSTABLE, *December 9, 1886.*

FULTON COUNTY.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—According to your direction I respectfully submit my second annual report regarding the work done and the condition of our schools in Fulton county.

THE SCHOOLS.

There are in this county 114 school districts, with 167 different departments, employing at this time 167 teachers, 30 of whom hold State certificates, and the remaining 137 have local licenses.

OFFICIAL VISITS.

During the past year, or since my last report, I have made 360 official visits, having traveled over the county four times, twice in visiting the schools and twice for the purpose of holding examinations of teachers, besides meeting with them in four teachers' associations in different parts of the county.

Thus we have met with most of the teachers six times during the past year, including the institute.

PUBLIC EXAMINATIONS.

Sixteen public examinations have been held during the past year in different sections of the county, and in every case written, finding this to be the only satisfactory way.

PROGRESS.

And among the schools we find a very commendable progress made, especially where teachers are more permanently retained for a series of terms, proving that too frequent change of teachers is exceedingly detrimental.

LICENSES.

About 100 teachers have been licensed during the year, but most of them were teachers of some experience, while very few were young, having never taught, which is 48 less than last year.

We have endeavored to license just enough to supply our schools.

You ask if there is any difficulty in procuring amply qualified teachers? To which we reply, *no difficulty at all*, if we could prevail upon districts and give them the ability to offer such inducements as would enable the teacher to make it a profession, with certainty of permanent employment. The smallness of some of our schools and their inability financially must necessarily militate

against high wages, therefore the best qualified teachers cannot so easily be secured for all of our schools.

I am happy, however, to report progress among our teachers, for we have now 30 holding State certificates and about 20 attending our various training schools and a number more contemplating the course and will soon enter.

There is an enthusiasm awakened among our teachers generally for much higher attainments, and a willingness to meet almost any requirements made upon them, with but few exceptions.

SCHOOL BUILDINGS.

And as to the condition of our school buildings we are gratified to report a decided improvement throughout the entire county, both in building new and repairing the old.

We really have not more than ten poor school buildings in the county, therefore need no legislation as to the buildings, but would wish that the law allowing the trustee to use \$15 for dictionaries, globes and blackboards was made imperative and thus settle the matter for once and all.

We think that it would give universal satisfaction if we were positively required to place in our schools some of these necessary conveniences.

Beyond this I see no great reason for legislation, as the law seems now to be sufficient on this point, if properly presented and urged upon the people.

TEACHERS' INSTITUTE.

Your inquiry concerning the work of the institute calls forth about the same opinion (namely), a want of system, and an apparent absence of a direct object in view, but taking up for the time whatever may suggest itself to the mind.

If there is a defect in our institutes, it does not arise from the plan itself, but simply the manner of conducting them, which is to leave the entire work for the conductors of the institute, and the teachers merely to listen.

Your suggestion for more class-work, and the teachers to do part of the work, is a step in the right direction, and with it I am quite sanguine of far better results.

My plan is, at our next institute, to prepare a programme, with a series of subjects arranged, for the entire week, and then select, from the different parts of the county, teachers to present the subject previously assigned to them, with an essay and class-work, alternating with the conductor. Sufficient time will be given for a thorough preparation, previous to the institute. This will enlist a large number of teachers directly, and I am confident of corresponding greater results.

And to stimulate our teachers and to keep them abreast of the times I would suggest that the commissioners keep before the

teacher practical questions for investigation and improvement, and thus constantly lead them beyond what is simply required in the class-room. We have been doing this for the past year in this county, with marked success, far beyond my expectation.

PUBLIC INTEREST.

As to your sixth question : "What can be done to arouse an interest in the cause of education, on the part of the general public?" To this we can but only reply : "*Earnest teachers*, thoroughly consecrated to the work."

It seems to me that it is largely in the hands of the teachers to arouse the public mind, by the perfectness of their work, and the zeal which the profession demands.

Of this I am convinced, and if our teachers would rightly survey the importance of this field of operation, they would find in it sufficient to stimulate them to the greatest effort.

And as iron sharpeneth iron, so we would find in this large army of teachers an influence that would stir up the public mind to a more general interest. Be earnest, as earnestness is the key to success.

EDUCATIONAL JOURNALS.

Not more than one-third of our teachers take any purely educational journal.

NORMAL SCHOOLS.

"What have you to say as to the work of Normal schools?" We cannot but speak of them in the highest terms when their methods are applied to those who by nature are teachers.

It is no fault in the Normal schools that some of their teachers fail, inasmuch as teachers, to a great extent, are born, not made.

We have teachers from the Normal school that are doing a grand work; therefore I would recommend those who have the qualities for teaching to take the Normal drill.

RECOMMENDATIONS.

And as regards any amendments to the present school law, we have nothing to recommend, but

First. Papers for teachers' examination should come from the State department, and thus be more uniform throughout the State.

Second. That a uniformity of school books should be required in every county.

Third. That a dictionary, globe, and sufficient blackboard be placed in every school.

Thanking the Department for all past favors,

I remain,

Yours truly,

JOSEPH B. THYNE.

JOHNSTOWN, November 26, 1886.

GENESEE COUNTY.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—Respectfully complying with your request of October 22, 1886, I report as follows in regard to the school affairs of this county.

SCHOOLS AND VISITS.

There are 152 districts in the county ; 167 formal inspections have been made during the past year, besides about 100 brief calls at the different schools.

LICENSES.

Two hundred and fifty-three teachers were licensed during the past year.

NORMAL SCHOOLS.

The Normal schools are doing good work.

INSTITUTES.

The institutes are simply indispensable. With all due allowance for the opinions of those who entertain pessimistic views, I think our system is becoming better and better, and among the evidences of improvement, the fact that the eyes of the people are upon the defects of the system, may be classed in a high grade.

NOTES AND SUGGESTIONS.

I think the library apportionment should be discontinued.

Abolish also the pupil quota.

Enlarge the financial powers of the school trustee.

Have a uniform system of examination.

Have a statute passed providing for the definite location of school district boundaries by some competent agency.

Have a stop put to the constant fluctuation of school district boundaries caused simply by acts of parties.

The single commissioner district plan for institutes will work well unless present signs fail.

The number of teachers subscribing for purely educational papers is constantly on the increase.

Thanking the Department for many favors received in the past, I remain,

Yours, very respectfully,

WILLIAM E. PRENTICE,

School Commissioner.

BATAVIA, November 29, 1886.

GREENE COUNTY—FIRST DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—I respectfully submit the following report for the first commissioner district of Greene county:

STATISTICAL.

There are 72 common and 3 union free school districts comprising the first commissioner district of this county, employing 99 teachers, of which 2 hold State certificates, 8 are Normal school graduates, the others licensed by local officers.

EXAMINATIONS.

I have held examinations in March and September, in five of the most convenient places for teachers. In addition to the public examinations I have held several private ones. All examinations, public or private, have been taken in writing and preserved as a record of qualification. I consider visits to schools of great practical value in determining the true ability of the teacher.

LICENSES.

In all I have licensed 115 teachers, 18 of the first, 80 of the second, and 17 of the third grade.

OFFICIAL VISITS.

Within the school year ending August 20th, I have made 121 official visits, which were made without notice to the teacher, that a general information might be obtained in the modes of instruction, government, etc., and the results that are being accomplished by their work in the school-room.

While there are a few things unfavorable, the general indications are a growing desire to obtain the best results by our teachers.

Trustees in many districts are inquiring for our best teachers, and manifest a desire to advance the educational interests of their district. The increased desire for our best teachers, the building of new school-houses, thoroughly repairing others, putting in new school furniture, grading of grounds, the cordiality I have received from teachers and patrons are among the many indications that the people are in sympathy with our schools.

With a few exceptions, in some remote districts where there are but few scholars, the general condition of our schools is favorable.

Our

UNION FREE SCHOOLS

are under the instruction of a good and competent corps of teachers, are in a flourishing condition, and the work done of high order.

BUILDINGS.

In my visits to the schools I have given special attention to each school-house and other surrounding school property, as regards health and comfort of the children.

Whenever I have found any school building needing repairs, have either personally, or by letter, called the attention of the trustees to the facts, also suggesting such repairs as seem necessary, which generally have been followed by good results.

There have been three new school-houses built and eleven quite extensively repaired, the repairs consisting chiefly of new siding, new furniture, painting, etc., and with few exceptions the school-houses are in a good condition and meet the requirements of the schools.

TAXATION.

Many suffer materially from local taxation and have only the benefit of 28 weeks school.

THE TEACHERS' INSTITUTE

was held at Cairo, commencing November 1st, conducted by Professor C. T. Barnes and Professor Emmet Belknap. One hundred and ninety-five names were registered, and with very few exceptions the entire number of teachers was present. The teachers were pleased, and profited by the instructions given, expressing a general desire to have the same conductors return to Greene county for our next institute.

While our institutes are growing in favor with the teachers, and especially of the better grades, could we arouse the public to appreciate their value in awakening our educational interests, then will better results of our institutes be accomplished.

If trustees were chosen from our best citizens, trustees and parents would frequently visit our schools, watch over them with the same zealous care they do their avocations of life, then would our teachers feel more encouraged, the progressive spirit of our schools become more manifest, and the institute become indispensable to our educational interests.

UNIFORMITY OF TEXT-BOOKS.

The need of better regulation for a uniformity of text-books in the district schools would be another step of advancement. The best teachers are unable to accomplish satisfactory results. Each district

should furnish its text-books, as well as blackboards, maps, etc. Perhaps the better way to reach the parents is through the children.

NORMAL GRADUATES.

Teachers who have received instruction at our Normal schools are generally very favorably regarded, and the work done by them is sufficient proof of the superior instructions received.

NEGLECTED LIBRARIES.

The school-district libraries of this commissioner district are very much neglected. Only three or four are well maintained, the other districts using their library money for teachers' wages.

I would suggest no apportionment for library money, otherwise the money to be expended for the purpose intended.

One report from

JOINT DISTRICTS

to the school commissioner in whose county the school-house is situated would greatly simplify the work of trustees and commissioner.

IMPERFECT TRUSTEES' REPORTS.

It would be an event worthy of particular mention were the first report to be received from trustees of this commissioner district that was properly filled out.

THE FIDELITY OF TRUSTEES.

The success of our school system depends largely upon the fidelity of our trustees in performing their respective duties. If the general public was as thoroughly aroused, and willing to perform their part as the teachers in educational work, a new incentive would be given to this glorious cause. Perhaps the only remedy for this neglect is the education of the rising generation to a greater proficiency, and a spirit of enthusiasm in bringing forth better results.

Thanking the Department for favors received, the people for their hospitality, and the teachers for their co-operation,

I have the honor to be,

Yours very respectfully,

HENRY B. WHITCOMB,

School Commissioner.

CAIRO, *November 24, 1886.*

GREENE COUNTY — SECOND DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR. — In response to the request expressed in your circular letter, I respectfully submit to you the following report :

NUMBER OF DISTRICTS AND SCHOOLS.

The second commissioner district of Greene county is composed of 79 school districts, which employ 89 teachers. Of these 8 are employed in the union free school of Coxsackie.

The respective merits of these schools are about as varied as the country over which they are scattered. We have the union free school, which is doing good work in all its departments. Our village schools, as a rule, are conducted by thorough teachers, who are giving satisfactory results. In our rural districts we find different degrees of merit from the well-disciplined and well-instructed to the disorderly and worthless.

INCOMPETENCE WILL CREEP IN.

It has been my purpose since I entered upon the duties of school commissioner to exclude the incompetent from license ; but I have found it impossible to do this in all cases. I find some persons well qualified in their knowledge of the subject-matter to be taught, and fairly qualified in their knowledge of methods, whose experience demonstrates the fact that they are entirely worthless as teachers, and a term or a year is lost to the district by the hiring of these persons.

VISITS.

I have made during the past year 135 official visits. Though I am not able to report the progress I could wish in school matters, I think there has been no retrograde movement.

INCREASE.

I find by comparing the abstract of trustees' reports for this year with that of last year an increase in the amount paid for teachers' wages, and also an increase in the average daily attendance.

IMPROVED CONDITION.

I am satisfied that our schools are in a better condition than they were a year ago ; that our teachers generally are doing better work and receiving better pay. Yet we have some remnants of the past who are teaching as they in their childhood were taught. There is yet a lack in this district of qualified teachers. We have now sev-

eral teachers from surrounding counties, and yet I have been obliged to grant third grade licenses for the smaller districts, or allow them to go without a teacher.

LICENSES.

I have granted during the year 90 licenses. Of the teachers now employed in this district, none hold a State license; five are Normal graduates; the remainder hold commissioners' licenses.

NORMAL SCHOOLS.

I believe our Normal schools are doing good work, and that our best teachers are found among their graduates, though some of our very poorest are also found among them.

UNIFORM EXAMINATIONS.

I would repeat what I said last year regarding a uniform basis of qualification for teachers' license. I believe that the interests of education demand that the State make some basis of qualification, as a Regents' certificate or its equivalent. Under the present system there is no uniformity. A third grade license in one commissioner's district is sometimes equivalent to a first grade in another, and, in my opinion, this state of things will continue until a uniform standard is established by the State.

BAD CONDITION OF SCHOOL BUILDINGS

Our school buildings generally are in bad condition. I have in several cases ordered trustees to make certain repairs that were positively necessary for the comfort of the children and the requirements of common decency. I have also endeavored to have some school buildings condemned, but have failed from lack of support from local officers, who, while they acknowledged that the condition of the building was such as to condemn it, would not act for fear of incurring the displeasure of some one. In some instances where repairs have been made, the repaired building evidences the meanness and parsimony of the trustee and the majority of the district. Such an instance is district No. 7, town of Greenville, the appeals from which have occupied considerable of your time and attention, and of your predecessor's as well.

I am glad to note a marked exception to this general rule in the new union free school building of Coxsackie, which has been erected during the year at a cost of \$25,000. This school is now in charge of Professor J. H. Kelley, under whose successful management it is progressing.

I believe it would be a wise measure for the State to establish certain requirements necessary to the comfortable and healthful condition of our school buildings. Under the present system the school commissioner can do but little because of lack of support

from local officers, and unless the matter is made the subject of appropriate legislation, we shall continue to have miserable school buildings.

TEACHERS' INSTITUTE.

Our county institute was held at Cairo commencing November 1st and closing November 5th, Professor C. T. Barnes and Professor E. Belknap instructors. The institute was a success in every particular and did much to dispel the feeling of prejudice toward institutes which has existed among some of our teachers. While I believe the experience of the past year has demonstrated the wisdom of the State Superintendent in recommending the district institute for the larger counties, I am of the opinion that it is not advisable at present in this county to hold an institute for each district, since with the number of teachers we have, the county institute affords all the advantages that could be acquired by the district institute. And, while I believe that our teachers receive greater benefit from those exercises in which they themselves take a special part, the number of teachers that can and will take active part in institute work is very small, and the benefit to those who do not take active part is perhaps not so great as it would be were the exercises conducted by prominent educators sent from the State Department. In my opinion the institute attains its greatest value when conducted by the best instructors the State can furnish.

PUBLIC INTEREST.

You ask, "What can be done to arouse an interest in the cause of education on the part of the general public?" I confess that I am utterly unable to answer this question. I believe that if a thorough progressive teacher could be placed in every district school of this State, public interest would soon be in a healthful condition. But it is impossible to do this at present, and if it ever is done it will doubtless be the result of a healthy public sentiment.

Thanking you for the prompt response to my many inquiries and for the aid extended by the Department of Public Instruction,

I am, very respectfully yours,

FLETCHER SMITH,

School Commissioner.

NORTON HILL, *November 30, 1886.*

HAMILTON COUNTY.

Hon. A. S. DRAPER,

Superintendent of Public Instruction:

SIR.—In compliance with your request I respectfully submit the following:

NUMBER OF SCHOOLS.

There are in this commissioner district 38 schools districts, in which have been employed 75 teachers; 56 female and 19 male teachers.

VISITS.

During the past school year I made 72 visits among the 38 schools, visiting all the schools twice, excepting two in the town of Morehouse, where I find it impossible to reach except in midsummer.

Owing to the size of territory over which I have to travel, and the condition of the roads, two visits is all I have time to make, as very few of our schools have more than the required 28 weeks of school.

GOOD WORK.

Teachers, as a class, have been faithful in the performance of their duties, exhibiting more or less results that are gratifying, notwithstanding the fact that some school-houses are not very comfortable, and in many a lack of apparatus and text-books.

EXAMINATION.

My work in this direction has been pursued in a systematic way, making each examination as thorough as possible, being so arranged as to time and place as, in my judgment, would best suit the convenience of the parties applying for an examination.

The examinations were in each case written, with such oral questions at the close of the examination as the answers of the applicant to the written questions seemed to suggest.

INSTITUTES.

There has no institute been held in this county in twenty years. The majority of teachers are from the adjoining counties, where I have induced them to attend, and notified the trustees to enforce their attendance with the consideration that their wages should be paid the same as though the institute was held in this county.

GRATIFYING RESULTS.

In conclusion I am happy to report that during the eight years that I have held the office of school commissioner, I have given all my time to the various duties of the office, and I take pleasure in saying that the schools of the county have been attended with more than ordinary success during the past year.

I would also express my thanks to the Department for the many favors rendered, and courtesies uniformly extended.

DANIEL COCHRAN,

School Commissioner.

WELLS, *December 2, 1886.*

HERKIMER COUNTY — FIRST DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—In response to your request, I respectfully submit my second annual report of the schools of my district.

SCHOOLS IN THE DISTRICT.

This district comprises the towns of Fairfield, Herkimer, Little Falls, Manheim, Newport, Norway, Ohio, Russia, Salisbury and Wilmurt, having in all 109 school districts and parts of districts, 100 of which have their school-houses located in this county, one new district having been formed since my last year's report. Ninety-six of these have supported a school the past year, employing 137 duly licensed teachers for the 28 weeks or more.

TEACHERS.

One district employed 23 teachers, one district 9, one district 4, two districts 3 each, four districts 2 each, and 87 districts 1 each.

LICENSES.

Nine Regents' testimonials have been indorsed, 17 first grade certificates renewed, and 5 granted, besides 67 second and 73 third grades given out. Experience has taught me that to hold to a certain per cent in passing applicants to teach, does not meet the object for which it is designed. In judging of the fitness much must be taken into account aside from book knowledge. I am aware that "school keepers" are not extinct; however, I do not believe many such occupy places in the schools of this district. I am confident they will continue to exist until patrons and trustees learn to discriminate between skilled and unskilled labor, and to appreciate the value of such. There was a good deal of sound significance in the remark attributed to a popular novelist, that "we shall never educate the children till we have educated the parents;" and the same line of thought may suggest, that we shall never educate the teachers till we have educated the public at large who employ and pay them.

VISITS AND OBSERVATIONS.

During the past year I have made in all 190 official visits, making two visits at each school, when possible, and in some instances three. These visits were made without notice to any one, so that I found the schools in their ordinary working condition. Allowing the teacher to proceed with the regular order of work, I was thus enabled to judge of the teacher's ability to instruct, and the quality of work done. At the close of each recitation I ask such questions

and make such suggestions as, in my judgment, seem called for. The good spirit in which all suggestions have been received, and the willingness to comply with the same, can but impress me with their desire to co-operate with all school authorities in measures tending to improvement.

I believe some progress has been made, notwithstanding there is abundant room for further improvement. This is evident from the fact that, while the whole number of pupils attending the schools is less, the average daily attendance is greater, which bespeaks a greater interest on the part of those attending. Again, many of the rural districts are adopting the plan of having three, instead of two terms a year; also, a larger per cent of the teachers are retained for successive terms, which indicates a healthy growth.

EDUCATIONAL JOURNALS.

About 70 per cent of the teachers are subscribers for purely educational journals.

STATE TEACHERS' READING CIRCLE.

But few of the teachers of this district have availed themselves of the privilege afforded by the New York State Teachers' Reading Circle. I believe before its numbers will be largely increased, some recognition by the State will be necessary.

SCHOOL BUILDINGS.

While the larger proportion of the school-houses are comfortable, and fully meet the requirements of the district in which they are situated, there are others which are a disgrace to the community and an insult to the pupils who are compelled to occupy them. I am desirous of some legislation by which such districts would be compelled to erect new ones or forfeit their public money.

Within the past year district No. 5, Fairfield, has built an elegant school building, with all the modern improvements, in place of the one destroyed by fire one year ago, at a cost of \$7,000. Besides this several others have undergone repairs.

SCHOOL FURNITURE.

In most of the rural districts I find the school-rooms almost destitute of furniture — no maps, globe or dictionary, and the merest apology for a blackboard. I often wonder, when I visit these schools, how teachers can create an interest or pupils advance, fettered as they are. However, it is true, with all these hindrances, teachers somehow are patient and the pupils do make some progress.

TEACHERS' INSTITUTE.

The teachers' institute for this county was held at Herkimer, commencing October 25, and continuing five days. It was ably con-

ducted by Dr. J. H. French, assisted by Professor J. H. Hoose of the Cortland Normal School, and a portion of the time by local teachers. The attendance was large, and the daily average surpassed that of any former year. The teachers were well pleased with the instruction given. The new system of registration and keeping of attendance is an improvement, but has not reached perfection and needs simplifying.

Am of the opinion that the district system of institutes is, and is looked upon by the majority of the teachers to be superior, and I trust will be generally accepted by the public.

NORMAL GRADUATES

rank among the *best* teachers. Those engaged in this district are doing good work.

JOINT DISTRICTS

ought not to exist. But one report should be made, and that to the commissioner in whose district the school-house is situated.

OBSTACLES TO ADVANCEMENT.

One of the great obstacles to the advancement of our schools is the frequent change of teachers, due largely to the constant change of trustees. I would recommend the abolition of the present trustee system and the annulment of the school district.

THE TOWNSHIP SYSTEM.

Let each town be one district, controlled by a town board of education. This, I believe, would remove nearly if not all local difficulties which the present system is heir to, and which prevents that hearty co-operation essential to the promotion of any cause. I apprehend that such a change would require a general revision of the school laws — just what is needed. Let them be simplified and brought within the comprehension of every person of ordinary intelligence.

In conclusion, I gratefully acknowledge my obligations to the Department for its many favors, to the teachers for their hearty co-operation, and to the people of this district for their many acts of kindness and hospitality.

Respectfully yours,
J. H. BLISS,
School Commissioner.

POLAND, *November 29, 1886.*

HERKIMER COUNTY — SECOND DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.— In compliance with the request expressed in your circular-letter of October 22, the following brief report concerning the schools in the second commissioner district of Herkimer county is respectfully submitted, in addition to the financial and statistical reports already forwarded :

SCHOOLS, DISTRICTS AND TEACHERS.

This commissioner district comprises nine towns, viz.: Columbia, Danube, Frankfort, German Flats, Litchfield, Schuyler, Stark, Warren and Winfield, lying in the southern part of the county.

It contains 101 school districts and parts of districts, 96 of which have school-houses located in the district.

Of the 96 school-houses in this district, 93 are common schools and 3 are union free schools, 2 of which, Ilion and West Winfield, have academic departments.

During the school year ending August 20, 1886, every district maintained a school for 28 weeks or more, and the average number per district for the year was $32\frac{1}{4}$ weeks.

The number of licensed teachers employed at the same time for 28 weeks or more was 129, and the number employed during some portion of the year was 184. Of these 2 were licensed by State Superintendents, 8 are Normal school graduates, and the remainder were licensed by local officers.

During the year I have held public examinations at seven different places and have licensed 164 teachers. To these 35 first grade, 46 second grade and 73 third grade certificates were granted, besides 7 certificates granted by other commissioners and 3 Regents' testimonials indorsed. Of the first and second grades granted, 28 and 39 respectively were renewals.

VISITS.

I have made 189 official visits to the schools during the year.

The teachers as a class are progressive, and are earnestly interested in their work, and the schools as a whole are in a prosperous and healthful condition.

About three-fourths of the teachers in this district are taking educational journals.

SCHOOL BUILDINGS.

The school buildings generally are comfortable and convenient. A few, however, are in poor condition, but of these present prospects are favorable to their early disappearance.

Two new school-houses were built during the year, several were repaired, three of which were furnished with modern seats and desks, and preparations are being made for the erection of four more new buildings during the present year.

INSTITUTES.

The teachers' institute for the county was held at Herkimer, commencing October 25, and continued five days. It was ably conducted by Drs. J. H. French and J. H. Hoose. The subjects presented were practical, and the exercises throughout interesting and profitable.

The presence of Hon. A. S. Draper, State Superintendent of Public Instruction, added to the interest of the institute, and his interesting and instructive address to the teachers was highly appreciated.

The institutes are regarded by the public generally as the best way of reaching all the teachers, and I think the action of the Department in arranging for smaller institutes, more class-room work, and opening the way for teachers to take an active part in the proceedings will meet with general favor.

NORMAL GRADUATES.

The work of Normal school graduates compares favorably with that of our best teachers. All who are employed in this district are teaching in our village schools. I recommended during the year five candidates to the State Normal schools — three to Albany and two to Oswego.

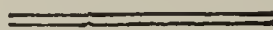
Thanking the Department for favors granted, I remain,

Yours very respectfully,

H. P. WHITNEY,

School Commissioner.

ILION, *December* 11, 1886.



JEFFERSON COUNTY — FIRST DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—In addition to the financial and statistical report abstracted from trustees' reports and forwarded to the Department in September, I respectfully submit the following statement with regard to the condition of the schools and my work in this commissioner district during the past year.

GEOGRAPHICAL.

In the eight towns of which this district is composed there are 130 school districts, 4 of which are joint districts with school-houses in other counties, leaving 126 under my supervision. They are distributed over an irregular territory containing about 400 square miles. Its greatest extent north and south is 30 miles, and east and west nearly 20 miles. The most judicious arrangement of routes compels driving not less than 1,200 miles to visit each of these schools once.

VISITATIONS.

During the school year ending August 20, I made 219 official visits, and aimed, in the short time that I was able to give each school, to ascertain the character of the work done by the teacher, the habits of the pupils in school, and the general condition of the school building and its surroundings. I have also given such advice or commendation as, in my opinion, the case demanded.

As a rule to which there are still too many exceptions the teachers of this commissioner district are improving in their methods. I believe this is true because I find an increasing number of teachers who conduct their class exercises and direct their pupils in their study in a way that tends to the development of intellectual power, and the acquisition of useful knowledge and habits of study. I find more teachers who induce their pupils in reading classes to grasp the ideas and truths of their exercises and to give them intelligent expression rather than the bare pronunciation of the words. More attention is given to rapid and accurate use of numbers in the fundamental operations of arithmetic, instead of neglecting these to hurry pupils on to prematurely memorize undeveloped principles and rules for its complicated operations. The ready and proper use of both spoken and written language is more generally cultivated, while the technicalities of grammar are relegated to a subsequent part of the pupil's course of study. Without referring to all the subjects taught in our common schools, these instances are sufficient to indicate the improvement in the character of the work of the teachers in this district.

SCHOOL BUILDINGS.

Many of the districts have school-houses, attractive in appearance, comfortable and convenient for school work. A greater number have houses that are barely tolerable and require the tact and energy of live teachers to make them attractive. In a few of the districts the welfare of the schools and safety of the children demand that new school-houses be built. Three new school-houses were built or completed during the year and several were thoroughly repaired. In the matter of out-buildings there is great need of reform. Tidy out-buildings for the accommodation of the different sexes, and separated from each other by proper distance, are exceptional. As long as the

school buildings are kept up by local taxation and, consequently, under local supervision, I see no way to radical reform; but believe much good may be done by concerted action of persons interested intelligently in our schools in the way of influencing public opinion.

TEACHERS' EXAMINATIONS.

During the school year I held 17 public examinations. They were attended by 233 applicants. Five received first grade licenses, 46 received second grade, 113 received third grade, and 69 failed to pass and were not licensed. I also indorsed 5 first grade and 4 second grade licenses granted by other commissioners. Twenty-five teachers held Regents' testimonials, which I had indorsed without examination. Three of the teachers held State licenses and 6 were graduates of State Normal schools. These, with the teachers holding first and second grade licenses, previously granted, were sufficient to supply the 143 departments in which schools were maintained for 28 weeks or more last year.

In my examinations written answers were required to questions on the ten following subjects, viz. : Reading, spelling, arithmetic, grammar, geography, physiology, American history, civil government, penmanship and school economy. Both subject-matter and methods were considered in all but the last-named, and the questions were intended to be sufficiently comprehensive to show a fair knowledge of the subjects in all who passed with an average standing of 70 per cent, which was required for a third grade license. Eighty per cent and at least two terms' experience were required for a second grade, and 90 per cent with not less than five terms of varied and successful experience were required for a first grade license. My examinations were such that there are but few licensed teachers in the district who are not teaching.

TEACHERS' INSTITUTES.

There is in this commissioner district an abundant supply of teachers, who are amply qualified, as far as scholarship is concerned; but too many teachers lack wisdom in assigning work for their pupils and directing them in their study, skill in conducting class exercises, and tact in the general management of the school. Teachers' institutes have a potent influence in remedying these defects in our school work.

It is the unanimous verdict of the teachers that the plan of commissioner district, instead of county institutes, and introducing more class exercises, illustrating principles and methods of teaching, adds materially to their efficiency. They are esteemed as an indispensable auxiliary to our school system by the public generally. I think we should have two each year in this district.

The institute, conducted by Prof. Sanford in Adams last month, was attended by nearly every teacher of this district and by many

others who are preparing themselves for teaching. The work of the institute was thoroughly practical and well appreciated by the teachers almost without exception, and especially by those teachers who, from long experience in the school-room, realize the importance of sound principles and correct methods in the art of teaching. The average experience of all who registered was nearly seven terms. One hundred and eighty-eight were registered during the first half of the week, and nearly all of these the first day. None were registered after the middle of the week. Several, who were unable to attend the first half of the week, came in after that time and increased the number in attendance to over 200. One hundred and nineteen were present at every session, both day and evening.

Teachers' institutes have also done much good in their influence on public opinion, and I believe more in that direction might be done, if the instructors would prepare for publication in the local newspapers at the time of the institute, a *resumé* of the principles and methods advocated, and their arguments therefor. Circulars of information from the Department of Public Instruction, treating of the various matters in which reform is desirable, I think, could be profitably used in arousing a more intelligent interest in our common schools on the part of the general public. These could be widely circulated by the commissioners at teachers' institutes, at meetings of teachers' associations and examinations.

PEDAGOGICAL LITERATURE.

The demand for pedagogical literature among the teachers of this district is increasing. Not less than 75 per cent of the teachers take papers devoted to the subject of teaching; and I find on many teachers' tables in the school-rooms standard educational works. Their influence on the school and on the character of the work done is very evident.

TEACHERS' ASSOCIATIONS.

The teachers' association holds three meetings each year, and is supplemented by local town organizations that meet monthly. Many teachers deserve great credit for their earnest and efficient work in this direction.

TEACHERS' CLASSES.

An opportunity for teachers to obtain valuable instruction in the principles and art of teaching is afforded by Union Academy, of Belleville, and Adams Collegiate Institute, of Adams. Teachers' classes are conducted by competent instructors one or two terms each year.

NORMAL GRADUATES.

Only six graduates of State Normal schools were employed in this district during the year. The value of such training was appar-

ent in their work ; but so few are employed that the influence of such schools is comparatively small. I still believe, as I said in my report last year, that the Normal schools are too much in competition with the academies and seminaries of the State, which are, to a great extent, doing the same work without the liberal appropriations made to the Normal schools. The grade of scholarship, for instance, should be raised and the course of training shortened to one year, and devoted to methods of teaching and school management, with only such attention to subject-matter as is necessary in illustrating the methods and principles.

SUGGESTIONS.

1. The matter of school district boundaries should be under the supervision of a town board, composed of the supervisor, town clerk and assessors.

2. The public money apportioned on *average* attendance should be apportioned on the *aggregate* attendance, including the attendance of non-resident pupils. This would offer a proper inducement for districts to maintain good schools for more than 28 weeks. As the apportionment is now made, many districts suffer a loss of public money from maintaining school more than 28 weeks.

3. The time intervening between the election of sole trustees, and the first of September is too short to enable them to make judicious selection of teachers and see that the school buildings are in order for opening the school.

Very respectfully yours,

WM. H. EVERETT,
School Commissioner.

DEXTER, *November* 30, 1886.

JEFFERSON COUNTY — SECOND DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR. — In compliance with the wish expressed in your circular of October 22d, I submit the following special report for the second commissioner district of Jefferson county.

The number of school districts within the commissioner district remains unchanged, there being 115. Of these 6 are joint districts having school-houses in other counties.

FINANCIAL.

Receipts.

| | |
|--|--------------|
| Amount of public money apportioned district..... | \$13, 385 30 |
| Amount raised by tax..... | 19, 023 09 |

| | |
|--|---------------------|
| Amount received from other sources | \$29, 371 00 |
| Amount on hand August 21, 1885 | 1, 145 60 |
| Total | <u>\$62, 924 99</u> |

Expenditures.

| | |
|--------------------------------------|---------------------|
| For teachers' wages..... | \$25, 474 48 |
| For libraries | 95 68 |
| For school apparatus..... | 311 69 |
| For school-houses..... | 30, 696 69 |
| For incidentals..... | 3, 757 39 |
| Amount on hand August 21, 1886 | 2, 589 06 |
| Total | <u>\$62, 924 99</u> |

STATISTICAL.

1. Number of teachers employed for at least 28 weeks during the year was 129.

2. Number of children of school age residing in the district is 5,134.

3. Number who attended school some portion of the year was 3,703.

4. The average daily attendance at all the schools in the district was 1,966.977.

5. The average amount per week paid teachers during winter term was \$6.43.

6. The average amount paid teachers per week during summer term was \$4.90.

7. The total number of teachers who taught in the district some portion of the year was 207. Of these 2 held State certificates and 4 held Normal diplomas.

The remaining 187 were certified by local officers.

COMPARISONS WITH LAST YEAR.

1. The amount of public money received by the district exceeded the amount received last year by \$1,079.22.

2. The amount expended for school apparatus was \$175.14 greater than the amount so used last year.

3. The amount paid for teachers' wages was \$867.91 greater than the amount so used last year.

4. The number of teachers employed for 28 weeks or more is greater by 2 than the number employed last year.

5. The enumeration of children of school age shows 63 more in the district this year than last.

6. The average daily attendance in the district is 53 less than that of last year.

Fifty-six districts show an increase in attendance and 53 show a loss.

The loss in most districts is principally due to the wholesale vaccination of children during the winter term, many schools being nearly broken up by means of it.

EXAMINATIONS.

I have held, during the year, 12 public examinations, at which I have examined 270 applicants for licenses to teach. Of these, 180 were certified and 90 were rejected; 125 third grade certificates were given, 43 of the second grade, and 12 of the first grade.

The examinations have, in every instance, been written, and included the subjects of arithmetic, spelling, reading, geography, history, grammar, civil government, physiology and methods.

My required standard has been an average of 70 per cent for a third grade certificate, an average of 80 per cent with at least two terms' experience for a second grade certificate, and an average of 90 per cent with at least three terms' experience for a first grade certificate.

In the preparation of examination work, I endeavor to carefully avoid technical questions, using only those that are practical, that call for a knowledge of principles, and those that are tests of mental power, or, in other words, to have my examinations indicate the character of the work I would have done in the schools.

VISITATIONS.

The number of visitations made during the year has been 137. The object of these visitations has been to ascertain the methods and management of the teacher, the conduct and application of the pupils, and the condition of school property and premises.

THE TEACHERS.

Truly it is said that "we cannot expect our schools to be better than our teachers." An improvement in the teaching, therefore, means a corresponding improvement in the schools. Believing this improvement to be proportionate to the care exercised by the commissioner in the selection of the teachers within his jurisdiction, my plan has been to certify enough of the best teachers only to supply the schools. Even then I am compelled to certify many whom I find incompetent in order to get the requisite number for the schools. One difficulty met with is the false notion existing that it is not necessary for a teacher to know any more than he is expected to teach.

"Our school is not an advanced one, and almost any one can teach it" is the favorite argument of trustees.

To give variety and freshness to lessons, to add interest thereto,

and make plain by illustration it is necessary that the teacher should know much more than what he intends to teach. A large proportion of the teachers also commence work with only the preparation afforded them by the common district school.

Once certified they consider their school days ended, and study a thing of the past, consequently the meager knowledge they possess at the time of beginning the work, instead of being increased, is slowly evaporating.

The teacher's attainments should be higher than can be obtained in the ordinary district school, and no person is deserving the name of teacher, or should long be allowed in the profession, who is not also a student.

While the foregoing statements are applicable to many at present teaching in this district, yet I am pleased to report that the majority of them are earnest, faithful workers, and the greatest improvement observed during the year has been in the work done by the teachers.

Educational books and papers are more generally read. More than three-fourths of the present teachers are subscribers to educational papers.

They show a desire for improvement, to make their present term the best they have ever taught, and with proper encouragement and protection, each succeeding year will, I think, show great improvement in this respect.

The facilities within the district for the education of teachers were never better than at present.

Within the district are three schools of superior excellence.

IVES SEMINARY.

At the beginning of the present school year Ives Seminary, located at Antwerp, was placed in charge of J. D. Stay, B. A., a Normal graduate, and a teacher of marked ability and experience.

Under his successful management, assisted by an able corps of teachers, the work of the school has been raised to a standard of excellence seldom, if ever, before attained in its history.

CARTHAGE UNION FREE SCHOOL.

This school is now occupying its elegant new building, which was completed but a few months ago.

The faculty has been selected with care, and is a good one. G. F. Sawyer, the former able principal, remains at the head of the school.

There are eight assistant teachers, and each of them shows special fitness for their respective grades of work.

Both of the schools above referred to provide for the organization and instruction of teachers' classes under the rules and regulations of the Regents.

With these facilities within the district for preparing teachers for their work, there can be no reason why we should not have qualified teachers. Another school worthy of special mention is the

PHILADELPHIA GRADED SCHOOL,

avored with a good school building and necessary appliances for good work and, through the untiring efforts of Principal W. A. Baldwin and his associate teachers, Philadelphia enjoys the reputation of having one of the best graded schools in the county.

SCHOOL PROPERTY.

Most of the school-houses in the district are good, comfortable buildings, or can be made so with slight expense.

New school-houses are very much needed in districts Nos. 6 and 15, Champion, in districts Nos. 2 and 9, Philadelphia, and in district No. 20, Wilna.

The school furniture, however, in most of the school-houses is very poor; especially is this true of the seats.

The old-fashioned, straight-backed wooden desk is found in 14 of the 22 districts in the town of Antwerp, in 7 of the 16 districts of Champion, in 9 of the 18 districts of Le Ray, in 3 of the 10 districts of Philadelphia, in 5 of the 12 districts of Rutland, in 6 of the 12 districts of Watertown, and in 15 of the 18 districts of Wilna, or in 59 of the 108 districts.

I have, in most instances, called the attention of the district to the discomfort occasioned the children by these ill-shaped, torture-inflicting seats, and can report four districts as having resealed their school-rooms the present year.

Insufficient blackboard room is another hindrance in many school-rooms.

The condition of the out-houses is far from what it should be. This, I think, is true in nearly all commissioner districts and requires some extreme measure to remedy the evil.

TEACHERS' INSTITUTES.

In my opinion the teachers' institute has always been a valuable and important factor in educational work.

The law requiring schools to be closed within the county or commissioner district during the time an institute is being held therein, and the necessary attendance of the teachers at the same, has imparted a wonderful stimulus to the work.

This is not alone shown by an increased attendance, but by an increased interest by teachers and the public in the work.

The teacher's time while at the institute is paid for by the district wherein he is teaching. He feels it his duty, therefore, to return to the district the full equivalent for the money thus expended in receiving preparation for and in doing better work.

In accordance with the advice of the Department an institute was held the present fall in each commissioner district, instead of a county institute as heretofore.

The institute for this commissioner district was held at Antwerp,

September 27 to October 1 inclusive, and was conducted by Prof. S. H. Albro, whose time was occupied with the discussion of the "Fundamental Principles of the Science of Teaching."

Work in language teaching was given by Miss Cooper, of the Oswego Normal School.

Work on School Government, by Prof. E. H. Cook, Principal of the Potsdam Normal School, and Prof. J. D. Stay, Principal of Ives Seminary, Antwerp, "Science in the Common Schools," by C. L. Williams, teacher of Sciences, Ives Seminary, and Advanced Reading, by Prof. W. A. Baldwin, Principal of Philadelphia Graded School.

Three evening lectures were given:—Tuesday evening, by Prof. Albro, subject "Yellowstone National Park"; Wednesday evening, by Prof. W. K. Wickes, Principal of Watertown High School, subject "The Imagination"; Thursday evening, by Prof. E. H. Cook, subject "Systematic Habit and Education".

This was the first institute held in the county under the new plan. Its work was, therefore, carefully noted to ascertain what merit, if any, there was in the plan, and the unanimous opinion of all interested was that they were better satisfied with the work than ever before.

Among the advantages of the system are the following: The number in attendance is not so large, but what all are able to become acquainted with and to talk with the instructor in regard to the work. This does away with the coldness and formality observed in the large county institute, where not one in ten becomes acquainted with the instructors, and adds much to the interest and efficiency of the work, and Normal teachers taking part in the work excites a desire on the part of many teachers to secure the advantages of a Normal training.

TEACHERS' ASSOCIATIONS.

A teachers' association was organized in the district in September, 1885.

Three meetings are held each year. These meetings are largely attended and great interest taken in the work, and much of the improvement made in school-room work during the year is due to the association.

NORMAL SCHOOLS.

The Normal school graduates teaching in this district are doing work that is sufficient proof of the advantages of special training for the work. Their schools are among the best in the district.

The number attending Normal schools is increasing each year.

I have made 13 recommendations to the Normal schools during the year, 9 to Potsdam, 3 to Oswego and 1 to Albany.

I am satisfied that the year has been one of progress in the schools of the district.

We have to-day better school-buildings and better appliances for work, better provisions within the district for higher education and the preparation of teachers, and a better class of teachers receiving better wages than ever before.

SUGGESTIONS.

I believe, however, that the following suggestions would, if adopted, assist materially in raising the standard of the schools:

1. There should be required qualifications for eligibility to the office of school commissioner. It seems strange to me that teachers should be required to undergo the test of examination to determine their fitness to teach, and that there is nothing within the statutes that prohibits the examiner of those teachers from being the most ignorant man in the State. A commissioner to have the respect and confidence of the teachers of his district and to do the work, which can be well done only when these are had, should be a person of experience in the work and possess ability of a higher grade than is shown by the license of a local officer.

2. The apportionment of public money aside from the district quota should be made wholly upon the basis of average attendance. There are many errors attendant upon the apportionment of money upon school population. In many districts the trustees do not take the trouble to ascertain the correct number, but guess at the result and are sure to have it large enough. In many instances I have observed that children visiting in a district are enumerated. Besides those not attending the school are of no service to it and should not add to its apportionment.

3. I wish also to be numbered among those in favor of uniform examinations to be made by the Department. The great advantages of this method are too obvious to need explanation.

At the close of this report I would acknowledge my gratitude for the many courtesies received from teachers and school officers, to the press for its assistance, and to the Department of Public Instruction for its many favors.

Your obedient servant,

CHARLES A. SHAVER,

School Commissioner.

ANTWERP, *November 22, 1886.*

JEFFERSON COUNTY — THIRD DISTRICT.

HON. A. S. DRAPER,

Superintendent of Public Instruction:

SIR.—In compliance with the request expressed in your circular letter of October 22, the following report and suggestions concerning the schools and school work in the third commissioner district of Jefferson county, is herewith submitted in addition to the regular financial and statistical reports already forwarded.

STATISTICAL.

This district comprises 7 towns, having an area of 400 square miles, 122 school districts, and now employs 147 teachers.

CONDITION OF SCHOOLS.

I have made 210 official visits during the year. In my visits it has been my purpose to learn all that I could in reference to organization, methods of instruction, thoroughness of work, the interest manifested by teachers, pupils and parents, the condition of buildings and school property, and lastly, the ventilation and healthiness of the general surroundings. Many of the schools are in the care of well-qualified, live, progressive teachers, meriting only commendation in their work, and being of great value to the profession, not only to the districts where engaged, but also to other teachers through institutes and teachers' associations. The

SCARCITY OF GOOD TEACHERS

makes it necessary to license some who might better be pupils in a Normal or some other good school than be employed as teachers; nevertheless I find many young teachers doing good work as teachers, and ever ready to receive suggestions from me or to avail themselves of every opportunity to improve themselves and make their schools successful. There are some, however, in whom I can see no evidence of even a desire to improve, who go on from year to year in the same old rut; yet I am sorry to say that they find ready employment, at low wages, in some districts where those interested in good schools are in a hopeless minority. Their schools are

FAILURES,

because there is no mental growth there. They consider the commissioner a bore, methods a farce, Normal graduates failures, and the institute impractical. A visit from a commissioner to one of these fossils is time lost. The only remedy is to retire them and make room for live progressive teachers. Where I find a good teacher, I invariably find the attendance good, thereby showing that parents and pupils are interested.

SCHOOL-HOUSES.

Several school districts have put in new seats and otherwise repaired, so that as a whole I think the school-houses of this district will now compare favorably with those of almost any rural district and are in better condition than ever before. Over thirty "Webster's" dictionaries and many yards of new blackboard have been put in during the last year.

CERTIFICATES.

I have given 16 first grade, 38 second and 207 third grade certificates, making a total of 261 licensed during the year, 251 of which taught in this district some portion of the year. I do not find a sufficient number of amply qualified teachers to fill the schools, and

license many with the assurance to them that they do not merit it, but that I am forced to do so in order to fill all the schools.

INSTITUTES.

At our county institute, held at Watertown in March last, we registered over 500. At the district institute held at Clayton from October 11 to 15, I registered 162, all but 15 of which number have taught during the past year, or are teaching this winter. I believe as many gave close attention to the work as I ever saw at any institute. The work of Prof. Belknap was satisfactory, and it is the desire of the teachers that he may come again. Dr. Hoose gave us valuable aid during the five days. Prof. Mann of the Potsdam Normal, who was with us part of the time, convinced all that he is "The right man in the right place." I am certain that the teachers of this district are unanimous in the opinion that the district institute promises

BETTER RESULTS

than were reached by the large county institutes of the past. I believe it would be a great improvement to divide the institute into two classes — one including the teachers doing primary and junior work, and the other those doing senior or advanced work, and let the work done before each class be in keeping with their school-room work. Then the teachers of ungraded district schools could take the work of whichever class they felt the most need of, or change from one to the other to suit their wants.

ASSOCIATIONS.

We have maintained a joint teachers' association with the second district of this county for over a year; have had four interesting and profitable meetings, three of them being two days' meetings, but we have now organized a district association of our own district teachers, which promises to be well patronized. As we are to have only one institute a year, I am in favor of holding a three days' county association in the spring in lieu of our former spring institute.

NORMAL GRADUATES.

Among the best teachers in the district are the graduates of Normal schools. As a rule they receive good pay, fill the better positions, and do excellent work. Their work and influence are reaching many of our rural schools through their pupils, who teach in summer, for the adage: "As our teachers taught, so we teach," is true to quite an extent. All who take a Normal course are not successful teachers, but a Normal training improves any person and makes a successful teacher where there is the requisite amount of tact or natural ability to become a good teacher. I have recommended eight persons as pupils to Normal schools during the past year.

EDUCATIONAL JOURNALS.

Professional reading is neglected to quite an extent, and the educational journals of the State do not receive the support they merit from the teachers of this district.

A COURSE OF STUDY NEEDED.

I think the greatest obstruction in the way of progress in our country schools is, that the scholars do not pursue a regular systematic course of study, but rather go in a loose "hit or miss" way, advancing a little one term, then going back, beginning over and starting out in a different direction the next term to suit the ways or fancies of the different teachers employed under our present system of succession of different teachers, term after term.

SUGGESTIONS.

1. The compulsory school law is a dead letter in this county, which ought to be revised and put in operation, for from the very class of people most benefited by our free school system, come the vagrant and idle children who are to be found at play in our streets when they ought to be in school. From these vagrants the criminal classes are constantly recruited; under no more restraint at home than if they were without parents, seldom or never brought under the benefiting discipline of a school, their only training is a street education of vice and crime. Truly the tax payer has a right to demand that they be compelled to attend the school which I help to pay for.

2. One-half of the public school money should be apportioned upon aggregate attendance and the other half as teachers' quotas.

3. I will repeat a suggestion made by me in my last report, viz.: "No person should be eligible to the office of trustee except such as have children between the ages of seven and fourteen years, some one of which shall have attended school at least 12 weeks during the year last preceding."

In conclusion, I thank the Department for favors received, and the teachers for their co-operation and support. I am,

Very respectfully yours,

PERRIN A. STROUGH,

School Commissioner.

ORLEANS CORNERS, *November 16, 1886.*

KINGS COUNTY.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR. — In compliance with your request, as expressed in your circular, dated October 22, 1886, the following statements are respectfully submitted :

CHANGES.

In reviewing the work pertaining to this office for the past year, the most important event, perhaps, affecting the educational interest of this district is the annexation of the town of New Lots, embracing most of the larger and more advanced schools, to the city of Brooklyn.

While the schools of the annexed town may be benefited by the additional facilities thus afforded, we regret the loss of so important and influential a factor in our educational associations.

IMPROVEMENT.

But the review of the year's work is a source of congratulation as well, on account of the conclusive evidence that our schools show a gradual and steady improvement.

The number of school districts prior to the annexation of New Lots was 19, and the number of schools 26. The number of districts remaining is 16, including 19 schools, all of which have been in successful operation during the entire school year.

OFFICIAL VISITS — IMPRESSIONS.

I have made 100 official visits to the schools of not less than one-half day each. These frequent visits have enabled me to contrast and compare the methods employed and the work accomplished in the several schools. I have observed that those teachers who are in the habit of reading educational works, and who avail themselves of the benefits of teachers' institutes and teachers' associations, generally show the best results in school work. School-rooms no longer present an untidy and disagreeable appearance, but are neat and well kept. Their walls are no longer considered targets for the well-aimed "spit-balls" of mischievous pupils, but are adorned with pictures and drawings, chiefly the handiwork of the pupils themselves. The salutary effect of these surroundings upon the minds of the pupils cannot be over-estimated. In keeping with their surroundings, marked improvement in the general appearance of the pupils and in their deportment is evident. These I deem important features in the education of children. They are to be the future business men and women not only, but are to answer the no less important demands of the home and of society. The true

gentleman or lady is developed in a well regulated school to a greater extent than is usually supposed. It is sad to reflect that under unfavorable conditions the reverse may be true.

It is with pleasure, therefore, that I notice a decided improvement in these respects throughout the districts.

DIFFICULTIES ENCOUNTERED.

It is observable that many pupils leave the district school at an earlier period of life than formerly, either to remain at home or to attend school beyond the bounds of their own districts, notwithstanding the educational facilities of their own schools would afford the advantages they desire or expect to receive from abroad.

The city of Brooklyn, with the continued and urgent appeals of its citizens for increased school accommodations, continues to admit to its schools pupils from the country towns.

As a result, most of the schools located within easy access to the city find it difficult to organize and maintain an advanced grade. It must be evident that this practice, by lowering the standard of the country schools, has been detrimental to their progress.

EXAMINATIONS.

I have examined and licensed 79 teachers, and renewed the licenses of 53.

The examinations were from printed questions, requiring written answers on the following subjects: United States history and government, physiology and hygiene, theory and practice of teaching, arithmetic, grammar, geography, reading and orthography.

No difficulty is experienced in procuring amply qualified teachers for the schools.

CONDITION OF SCHOOL BUILDINGS.

Nearly all the school buildings and out-buildings are all that could be desired.

While all the school-houses are comfortable, a few should be displaced by the erection of better and more commodious structures. No legislative action, however, is required to accomplish this.

As a rule, they are well supplied with blackboards and a limited supply of necessary aids, and every school is furnished with at least one copy of Webster's Unabridged Dictionary.

SCHOOL APPARATUS.

In some of the schools, however, the teachers are laboring under great disadvantages for want of proper and necessary school apparatus, which is to the teacher what modern and improved farming implements are to the farmer, or a well-selected chest of tools to the mechanic. A good practical farmer or mechanic may possibly do

quite well with even poor implements, but their work must necessarily be unsatisfactory or, at best, not first-class. So with a competent teacher, tolerably good work may be accomplished, empty-handed, so to speak, but with the aid of modern school apparatus, his teaching becomes more effective, as it is more interesting to his pupils. Next to a thoroughly competent teacher, a school should be supplied with all necessary school apparatus, and then insist upon its use.

The most costly apparatus is of little or no practical value, if, as has been observed in a few instances, it be hid away in a dusty closet, unused, except occasionally, as a curiosity. Ability to use all necessary school apparatus should be considered an important part of a teacher's qualifications.

NORMAL SCHOOLS.

There is and can be only one sentiment relative to Normal schools and their graduates. Special preparation for the qualification of teachers is just as necessary as for other vocations. This is being more fully recognized now than formerly. Four Normal graduates have taught the past year with very satisfactory results. It is gratifying to state that their efforts have been duly appreciated by the trustees of their respective districts, and their services have been retained for another year. There are at present six Normal teachers, two having been recently employed. Their work compares very favorably with that of other teachers. This is saying much in their favor, as most of the teachers in this district are thoroughly qualified for their work by education and long practical experience and are quite familiar with Normal methods.

TEACHERS' INSTITUTES.

A teachers' institute for this county was held at East New York, continuing one week from April 26th. Professors Jonathan Tenney and Henry R. Sanford were the instructors. All the schools were closed and every teacher was present at nearly every session. The first institute in this district was held at East New York, commencing January 8, 1868, and continued one week. Every school district was represented with a single exception. The trustees have never deducted any thing from teachers' wages in consequence of their attending a teachers' institute. I know of no other means so well adapted to increase the efficiency of teachers in their profession. The proposition of the Department to organize district institutes meets with favor by the commissioner and principals, and it is believed that even more satisfactory results will be secured than formerly.

The instruction previously given has been quite uniformly in primary work. While none will undervalue the importance of the thorough preparation necessary for this department of school work, the principals and teachers of the more advanced grades have felt

that they have been neglected, and they claim, and perhaps justly, that *something*, at least, is due to them.

I am of the opinion that much of the instruction at teachers' institutes has been too theoretical and of little practical benefit to many teachers. Nevertheless, a healthy sentiment in regard to teachers' institutes exists throughout this district.

EDUCATIONAL JOURNALS.

Nearly every teacher is a subscriber for a purely educational journal.

TEACHERS' ASSOCIATIONS.

The Teachers' Association is gradually increasing its usefulness, benefiting the teachers, and through them the schools.

Their meetings during the past year have been well sustained, and there are now enrolled more than 100 names as members.

FINANCIAL AND STATISTICAL.

The following summary of financial and statistical items may be of interest to the inhabitants of the several school districts.

Those relating to the annexed town of New Lots will be embodied in the report of the superintendent of public instruction of the city of Brooklyn.

FLATBUSH — *Receipts.*

| | |
|-------------------------------------|-------------|
| Amount on hand August 21, 1885..... | \$5,559 45 |
| Apportioned from State funds..... | 2,727 44 |
| Raised by tax..... | 13,498 54 |
| Received from other sources..... | 499 59 |
| | <hr/> |
| | \$22,285 02 |
| | <hr/> <hr/> |

Payments.

| | |
|--|-------------|
| For teachers' wages..... | \$10,275 21 |
| For libraries..... | 128 49 |
| For school apparatus..... | 527 95 |
| For colored school..... | 680 03 |
| For repairs, furniture, etc..... | 2,199 03 |
| For incidental expenses..... | 2,495 28 |
| Remaining on hand August 21, 1886..... | 5,979 03 |
| | <hr/> |
| | \$22,285 02 |
| | <hr/> <hr/> |

FLATLANDS — *Receipts.*

| | |
|-------------------------------------|------------|
| Amount on hand August 21, 1885..... | \$1,016 06 |
| Apportioned from State funds..... | 1,557 33 |

| | |
|----------------------------------|-------------|
| Raised by tax..... | \$5,219 59 |
| Received from other sources..... | 35 67 |
| | <hr/> |
| | \$7,828 65 |
| | <hr/> <hr/> |

Payments.

| | |
|--|-------------|
| For teachers' wages..... | \$4,923 11 |
| For libraries..... | 32 33 |
| For repairs, furniture, etc..... | 1,596 28 |
| For incidental expenses..... | 613 76 |
| Remaining on hand August 21, 1886..... | 663 17 |
| | <hr/> |
| | \$7,828 65 |
| | <hr/> <hr/> |

GRAVESEND — *Receipts.*

| | |
|--------------------------------------|-------------|
| Amount on hand August 21, 1885..... | \$4,012 70 |
| Apportioned from State funds..... | 1,629 91 |
| Raised by tax..... | 3,500 00 |
| Received from all other sources..... | 9,226 88 |
| | <hr/> |
| | \$18,369 49 |
| | <hr/> <hr/> |

Payments.

| | |
|--|-------------|
| For teachers' wages..... | \$6,842 89 |
| For libraries..... | 7 29 |
| For school apparatus..... | 197 69 |
| For repairs, furniture, etc..... | 2,223 97 |
| For incidental expenses..... | 1,925 40 |
| Remaining on hand August 21, 1886..... | 7,172 25 |
| | <hr/> |
| | \$18,369 49 |
| | <hr/> <hr/> |

NEW UTRECHT — *Receipts.*

| | |
|--------------------------------------|-------------|
| Amount on hand August 21, 1885..... | \$2,436 30 |
| Apportioned from State funds..... | 1,726 62 |
| Raised by tax..... | 10,870 03 |
| Received from all other sources..... | 101 33 |
| | <hr/> |
| | \$15,134 28 |
| | <hr/> <hr/> |

Payments.

| | |
|--|-------------|
| For teachers' wages..... | \$5,819 80 |
| For libraries..... | 28 43 |
| For school apparatus..... | 41 81 |
| For repairs, furniture, etc..... | 4,004 87 |
| For incidental expenses..... | 2,347 73 |
| Remaining on hand August 21, 1886..... | 2,891 64 |
| | <hr/> |
| | \$15,134 28 |
| | <hr/> <hr/> |

The number of teachers employed was 49, of whom 17 were males, and 32 females; 40 were licensed by local officers; 5 by the State Superintendent, and 4 by Normal schools. The school population is 6,396, and 3,060 have attended school some portion of the year, with an average daily attendance of 1,687.245.

The assessed value of property in each district is as follows:

Flatbush, District No. 1, \$3,169,709, District No. 2, \$390,000, District No. 3, \$728,922; *Flatlands*, District No. 1, \$637,735, District No. 2, \$649,653, District No. 3, \$322,000; *Gravesend*, District No. 1, \$440,000, District No. 2, \$543,030, District No. 3, \$62,000, District No. 4, \$625,000, District No. 5, \$300,000, District No. 6, \$400,000; *New Utrecht*, District No. 1, \$639,500, District No. 2, \$632,913, District No. 3, \$484,785, District No. 4, \$456,250.

VALUE OF SCHOOL BUILDINGS AND SITES.

Flatbush, District No. 1, \$31,050, No. 2, \$3,500, No. 3, \$49,600; *Flatlands*, District No. 1, \$5,500, No. 2, \$1,100, No. 3, \$10,200; *Gravesend*, District No. 1, \$2,500, No. 2, \$4,500, No. 3, \$2,460, No. 4, \$3,300, No. 5, \$800, No. 6, \$7,500; *New Utrecht*, District No. 1, \$15,000, No. 2, \$16,000, No. 3, \$2,500, No. 4, \$16,000.

UNIFORM EXAMINATIONS.

It is quite a universally expressed sentiment, "That every school district in the State should have qualified teachers." No more effectual means of securing competent teachers, it is claimed, could be adopted than by a uniform system of examinations.

The experience of another year in conducting teachers' examinations confirms my views as expressed in my last annual report to the Superintendent of Public Instruction.

Any action by the Department, favoring such a change, would be sustained by public sentiment.

THE PRESENT SCHOOL LAWS

are well adapted to the purpose for which they were enacted, and, if properly enforced, would meet nearly every requirement of the schools.

As some of the more recent amendments have been unsatisfactory, and have in consequence been inoperative, would it not be wiser to strive to secure better results from the present system than to trust to legislative action for their improvement?

My thanks are hereby tendered to the teachers for their cheerful co-operation, and to the inhabitants for their hospitality.

Very respectfully yours,

VOORHEES OVERBAUGH,

School Commissioner.

FLATLANDS, November, 1886.

LEWIS COUNTY — FIRST DISTRICT.

Hon. A. S. DRAPER,
Superintendent of Public Instruction :

SIR.—In compliance with your request of October 22, 1886, I respectfully submit this my second annual report of the educational work and interests in the first commissioner district of Lewis county.

NUMBER OF DISTRICTS, SCHOOLS AND TEACHERS.

The following tabular view will show that this commissioner district consists of nine (9) towns ; one hundred and eight (108) school districts, of which six (6) are joint, and have their buildings in other counties ; one hundred and eight (108) schools, including separate departments of some village schools, in each of which one teacher is employed throughout the terms of service :

| TOWNS. | Districts not joint. | Joint districts. | Total number of districts. | Schools. | Teachers. |
|--------------------------|----------------------|------------------|----------------------------|----------|-----------|
| 1. Greig has..... | 8 | ..... | 8 | 8 | 8 |
| 2. High Market has..... | 9 | ..... | 9 | 9 | 9 |
| 3. Lewis has..... | 9 | 3 | 12 | 10 | 10 |
| 4. Leyden has..... | 15 | 1 | 16 | 17 | 17 |
| 5. Lyonsdale has..... | 9 | 1 | 10 | 9 | 9 |
| 6. Martinsburgh has..... | 22 | ..... | 22 | 22 | 22 |
| 7. Osceola has | 7 | 1 | 8 | 7 | 7 |
| 8. Turin has | 12 | ..... | 12 | 13 | 13 |
| 9. West Turin has..... | 11 | ..... | 11 | 13 | 13 |
| Totals | 102 | 6 | 108 | 108 | 108 |

SCHOOL VISITATIONS.

Since the date of my last report I have made two hundred and eighteen (218) school visits, each usually extending through a half day. This is an average of two visits a year for each school, with an excess of two ; but nine (9) schools were inspected by me only once in the year on account of term expirations before I reached their localities in the rounds of travel.

In visiting I try to ascertain the condition of school grounds, buildings and property ; to learn the educational tone of communities ; to understand the work of teachers and pupils ; to correct errors, and to assist and encourage all with whom I am associated.

Having no ambition to figure as the Sir Augustus Awfulus Dreadful of the district, I take care to avoid all that savors of “the gentleman from Culpepper, sah.”

I record in memorandum-books such facts and impressions as gathered, while I leave with each teacher from ten to twenty pages of criticisms. The following extracts are fair specimens :

EXPRESSIONS OF APPROVAL.

You are more industrious than you were last term.

Expecting to find you a failure, I have learned that you have much ability which I could not at first appreciate.

You have been thinking and growing ; your work shows it.

Seldom do I find such energy combined with reasonable quiet.

Permit me to thank you and your pupils for your genuine politeness.

Hurrah for your work in arithmetic ! It is refreshing to find one who teaches principles instead of rules.

I condemned your reading two terms ago. Permit me now to praise it. I find none better. Are you not glad that you have been faithful ?

You are doing far better with this school than I could. You have earned promotion.

You are one of the few who are destroying health by over-work. Temper your ambition with judgment, my friend, or your young life will soon go out.

It is an outrage that you are left to wallow through slop and snow to kindle fires. You are cold and wet, ill and pale. Resign and go home. You are a young lady of too great worth to be sacrificed to stingy patrons and trustees.

Your work in grammar is excellent. You teach practical composition, and let a few technicalities grow out of the work.

Your calisthenics and your language work are the best I have witnessed in years.

With what skill you question !

You have shown me how to wake up minds.

What excellent singing ! I would that all were able to teach vocal music.

EXPRESSIONS OF DISAPPROVAL.

My friend, unless you arouse yourself and acquire fair scholarship and teach to better advantage, it will be my duty to withhold a further license. With your third conditional lowest grade certificate, you remain almost worthless.

Your efforts at industry, Miss ———, result in mere bluster. I fear it is put on for the occasion, being not honest, every-day effort.

Scold your pupils for not learning rules ! The day of rules has gone. I hope the children will never learn another rule in arithmetic ! Teach them to compute with rapidity and accuracy. Then teach principles.

Such rudeness at recess is inexcusable. What will your school come to at this rate ?

Your heart is not in your work.

What on earth are you about! Sit with folded arms, and wait for children to learn their lessons! Do get up and work!

Question me whenever you do so in good faith. But do not insult me with more of that impudent probing for the purpose of making a show of me. As in this case, you may find yourself caught in your own snare. I would you had more sense and less conceit.

When invited to address schools, I remain silent unless I am convinced that I have something to say and that the pupils will be improved by remarks from me.

EXAMINATIONS AND LICENSING OF TEACHERS.

My public examinations occur spring and autumn at the following-named villages: Greig, West Leyden, Port Leyden, Martinsburgh, Osceola, Turin and Constableville.

Fifteen such examinations were held during the year, each extending through two days, although many teachers did the work in a day and a half.

Printed questions are used and the answers are written, save in oral reading and intellectual arithmetic. The papers are reviewed at my office and results are reported to the candidates. All documents received on examinations are filed with me for future reference.

After careful study, I have fixed the following standard of

REQUIREMENTS.

For Third Grade Licenses.

Arithmetic, intellectual and written, grammar and language, impromptu composition, geography, United States history, civil government, outlines of school law, physiology, reading, oral, with written theories; "Methods of Teaching," as per Professor John Swett (published by Harper Brothers, New York city); "School Management," as per Professor James Hughes; "Mistakes in Teaching" (C. W. Bardeen, Syracuse, N. Y.).

For Second Grade Licenses.

Same as for third grade, with the addition of several terms' successful work and the following-named subjects: Algebra to equations of the second degree; Spencerian system of penmanship.

For First Grade Licenses.

The requirements of the second grade, with eight terms' successful experience under former grades and elementary algebra entire: "School Economy" (as per Baldwin's "Art of School Manage-

ment"), "Educational History" (Payne's condensed edition), "English Literature," as per ordinary text-books; rhetoric (Hill's, preferred).

Doubtless this standard is the highest in the State, outside of cities.

NUMBER OF TEACHERS LICENSED.

To this point of time I have issued two hundred and fifty-six (256) third, ninety-eight (98) second, and six (6) first grade licenses, making a total of three hundred and sixty (360).

Excluding from this total all expired licenses, the number now in force is: Third grades, seventy-four (74); second, thirty (30); first, six (6); Normal school diplomas, six (6); total, one hundred and sixteen (116).

SCHOOL BUILDINGS AND GROUNDS.

Since my last report, six new school-houses have been completed in the district, as follows: District No. 1, Greig (Greig village); No. 7, High Market; No. 7, Lewis; No. 6, Leyden; No. 4, Osceola; Leyden, No. 11 (all new except use of old frame).

In districts one and six, West Turin (the former including the village of Collinsville), new houses were erected last year, making a total of eight (8) this term.

The statement below will give additional information under this heading:

Within ten years next preceding this term one new house has been built in Lewis; in Leyden, three made almost new; Lyonsdale, three new and two made good as new; Martinsburgh, two new, three made new in effect; Osceola village school-house made equal to an ample new one; Turin, one new house; West Turin, two made effectually new.

It is quite possible that credit has been omitted where it is due, for my information has not been complete.

To this date of the term six (6) new privies have been erected, four (4) woodsheds, and fifteen (15) school-houses have been more or less repaired, some to the extent of fifty (50) seventy (70) one hundred (100) dollars.

The people of three school districts have voted to erect new houses next spring.

It is a remarkable fact that, with the exception of twenty-one (21), all the school-rooms of the district have been adorned during the year (by teachers and pupils) with pictures, mottoes and devices in evergreen.

In many districts the pupils have cleared the school-grounds of rubbish.

In two instances only have I ordered repairs and then at the request of trustees, to save the calling of special district meetings.

Only three school buildings of the district have any thing that can be called proper ventilation.

With few exceptions the school-grounds are not more than a fourth the necessary extent. Hence, pupils in recreation are driven to intrude on private lands or to cumber highways.

Out-houses are generally filthy and poorly constructed.

A lamentable dearth of blackboard surface exists. Some five schools only are amply supplied.

TEACHERS' INSTITUTES.

In compliance with your directions, I established a district institute at Martinsburgh, October 18-22, 1886.

Professor Henry R. Sandford was chief conductor, assisted by Professor Henry R. Northam, Professor Warren Mann and Reverend C. C. Townsend.

One hundred and twelve (112) teachers were registered and eighteen (18) not registered were in attendance a part of the time.

Teachers and people seem to be agreed that your experiment of district, as against county, institutes is a happy plan. For one, I am highly pleased with the change. Better work, better results.

Owing to scarcity of conductors our institute came late and when schools were generally in session. They were by law closed, therefore, during institute week and the pay of teachers continued. This caused much murmuring by officers and patrons.

They forget that in 1885 the institute occurred in August, when most schools being out the poorly paid teachers bore the burden of institute maintenance.

The sentiment is general among our people that Normal school graduates, holders of State licenses, and other teachers of high grade should be excused from institute attendance. Some will work for a change in the present laws regarding institutes.

NORMAL SCHOOLS AND THEIR GRADUATES.

I have recommended twelve (12) candidates for appointments at the State normal schools of Albany, Brockport, Oswego and Potsdam.

Three graduates of Potsdam are teaching in No. 7, West Turin, the school of the village of Constableville. Although I was once principal teacher of this same school, I must in honesty declare that I never knew it so prosperous as now. In my opinion it has attained the highest excellence of any school of this commissioner district.

A graduate of the Albany Normal is doing excellent work in the union school of Port Leyden.

A graduate of Oswego is conducting a children's private school at Port Leyden, using kindergarten principles with a high degree of success.

One resident graduate of Potsdam has retired from teaching at present.

Seven undergraduates of Normal schools are doing good work with us, and three others have entered other callings in our midst.

OUR TEACHERS.

At the State Teachers' Association, at the association of commissioners, at several institutes of other counties, through visiting city schools, and by studying numerous school reports, I have diligently sought information about teachers. On comparison I am convinced that our teachers are not excelled by any of their grade in the State. I could name about twenty-five (25) who, I believe, will now surpass any of their rank with whom they might compete, young men and women who will rise to eminence in course of years.

Professor Adams, for more than forty (40) years principal of the Lowville Academy, told me that he had never before witnessed such universal earnestness and high spirit among assembled educators as was manifested at the teachers' association and institute meetings of 1885.

Even our young and poorly qualified teachers are striving to improve.

I learned that sixty-five (65) copies of Swett's "Methods of Teaching" are owned and studied by our teachers. About eighty (80) of these works must be in use among us now, with an equal number of Hughes' "Mistakes in Teaching." De Graff's "School-room Guide" is extensively used.

About forty (40) young men and women, who have taught one or two terms only, are now in school at Lowville, Turin, Port Leyden, Constableville, resolved to prepare for higher and better work.

True, we have some worthless school keepers, who disgrace the name of teacher, persons who are too dull or lazy to qualify or work. They resort to innumerable schemes to impose themselves upon the schools. While all of them combined are not worth one average child, any one of them makes more trouble and hindrance than the entire body of competent teachers.

The present miserable system of the State offers a premium to such mind stunters.

DEPARTED TEACHERS.

Death has taken from us this year six (6) fellow workers.

After attaining high success as a student at Oswego Normal School, and as a teacher in the other district of this county, Cora Fisk returned this summer from seeking health to find a grave with us.

Miss Brown, of Potsdam Normal, died before the completion of a term of service at Copenhagen; and Florence Cochrane, one of the ablest, most experienced teachers of the county, also passed suddenly away in the midst of her labors.

A young lady of high promise, Jemima Rowlands, was buried on the day set for the closing of her term; and one week earlier occurred the death of Mrs. James Lyman, who last year abandoned teaching.

Even while assembled in institute at Martinsburg, we were called

to march to the burial of Celden Claus, a young man who had distinguished himself as a teacher in this district ten years ago.

FINANCES.

The amount received into the district from the State is \$10,863.95 ; raised by local tax, \$9,704.75. Total amount expended, exclusive of town funds, \$20,568.70.

TEACHERS' WAGES.

The following table shows what each town paid its teachers per week, and for the year, with averages of the same and for the commissioner district.

| TOWNS. | Paid per week, summer term. | Paid per week, winter term. | Paid for year. | Average per teacher per week, summer term. | Average per teacher, winter term, per week. | Average per teacher for year. |
|-------------------|-----------------------------|-----------------------------|----------------|--|---|-------------------------------|
| Greig..... | \$44 00 | \$50 00 | \$1,655 32 | \$5 50 | \$6 25 | \$206 91 |
| High Market..... | 43 70 | 45 75 | 1,219 50 | 4 85 | 5 08 | 135 50 |
| Lewis | 47 00 | 58 75 | 1,485 19 | 4 70 | 5 87 | 148 51 |
| Leyden..... | 87 00 | 103 75 | 2,710 45 | 5 10 | 6 10 | 159 43 |
| Lyonsdale | 55 40 | 60 11 | 1,817 00 | 6 15 | 6 67 | 201 86 |
| Martinsburgh..... | 103 94 | 132 75 | 3,554 63 | 4 72 | 6 03 | 161 57 |
| Osceola | 34 65 | 39 00 | 1,021 50 | 4 95 | 5 57 | 145 92 |
| Turin..... | 70 74 | 73 25 | 2,352 96 | 5 44 | 5 63 | 180 92 |
| West Turin..... | 57 50 | 92 50 | 2,560 00 | 4 42 | 7 11 | 196 92 |
| Totals | \$543 93 | \$655 86 | \$18,376 55 | \$5 03 | \$6 07 | \$170 15 |

These averages are not carried beyond the second decimal place.

CHILDREN AND ATTENDANCE.

The number of children, days of attendance and the average daily attendance are exhibited in this table :

| | Children between 5 and 21 years of age residing in districts. | Children who attended school some portion of the year. | Number of days of attendance at schools. | Average daily attendance during the year. |
|-------------------|---|--|--|---|
| Greig..... | 429 | 352 | 22,949 | 159.309 |
| High Market..... | 293 | 210 | 12,966 | 91.349 |
| Lewis | 402 | 294 | 19,662 | 140.987 |
| Leyden | 355 | 330 | 38,819 | 251.953 |
| Lyonsdale | 512 | 324 | 26,324 | 188.143 |
| Martinsburgh..... | 662 | 563 | 27,822 | 297.734 |
| Osceola | 209 | 180 | 9,445 | 89.873 |
| Turin | 396 | 355 | 28,799 | 202.684 |
| West Turin..... | 568 | 445 | 28,974 | 259.384 |
| Totals | 3,826 | 3,057 | 215,760 | 1681.416 |

DEFECTS IN TEACHING.

We have made the least progress in teaching reading and mathematics. In the former, dullness, crude voices and thoughtlessness prevail. In the latter, slow and labored computations, inaccuracy and ignorance of principles. The reverse is true in a few schools.

Grammar is coming to be taught more in accord with common sense and the needs of the pupils, yet a large minority still cling to nonsensical jumbles about moods, tenses and general technicalities to the exclusion of letter writing and other forms of practical composition. In too many instances beginners are set to learning definitions of whose meanings they have no conception, nor is this grave mistake confined to work in grammar.

Our instruction is largely empirical, because the older and better teachers are continually going into other work. Only a few have attained to excellence in the science and art of education.

EVIDENCES OF PROGRESS.

About two-thirds of our teachers take and read educational journals.

The Lewis County Teachers' Association, now in its thirty-seventh year, is sustained with deep enthusiasm. It has had a remarkable growth, which still continues. It held a meeting of two days in Port Leyden last January, and a similar one at Copenhagen on the first days of July.

The *Lowville Times* continues its weekly "Educational Column," the *Journal and Republican* has published a series of educational articles, while the *Lewis County Democrat*, the *Turin Gazette*, and the *Boonville Herald*, have worked in the good cause by giving frequent selections from the best educational periodicals and thorough original editorials. Every one of these newspapers has published portions of the school laws, notices and reports of educational meetings, and three of them opened their columns last winter for warm discussions between teachers and myself.

The number of defective reports of trustees was fewer by half this year than last. Three town associations have been organized by teachers, with head-quarters at Glendale, Osceola and West Leyden respectively.

In March, 1884, a Normal institute was maintained wholly at the expense of teachers who worked at Lowville four weeks under the leadership of Professor De Graff and other able conductors. The good effects of this work are still appearing.

MY WORK AND POLICY.

In visiting schools I walk to save the expense of owning a horse, and to show teachers that I am not afraid to endure some of their hardships. In my relations with teachers I labor to inspire and quicken — to *lead* rather than to drive. When they complained

somewhat of my high standard and rigid working I subjected myself to the examinations for State certificates, attempting and passing sixteen subjects, and declaring my purpose to try to complete the work next summer. This simple plan has had effect in largely stilling complaint, while eleven teachers have told me that they, too, will work to earn State licenses.

Wherever young teachers show fair scholarship, with energy, earnestness and hard work, I license them to teach small schools, even though they are not up to the standard. I do not believe in crushing our home talent to go abroad for teachers. My policy is to lead up and aid up to excellence a band of teachers of whom we may be proud.

If, after fair trials, teachers prove unfaithful and incompetent, I refuse to license them again.

I make no changes in district boundaries save to accommodate inconvenienced children. Although often pressed to alter or destroy districts to favor tax payers, I firmly decline.

SUGGESTIONS.

At your request for suggestions, I present the following :

I. Let the Legislature enact that no person shall hold the office of school commissioner, unless he pass the State examinations within three years next preceding the date of assuming office.

While State certificates license for life, let those earn them again who aspire to be commissioners. Such a course will insure ability and scholarship, and lift the office from political trickery. But let the people elect their commissioners as now.

II. The time has come when New York State should have the best rural teachers of the Union. She supports nine noble Normal schools for the avowed purpose of preparing teachers for all her schools. But, in fact, Normal teachers are found only in a few large villages and cities, while, in general, rural schools languish.

I, therefore, urge that the Legislature and Department establish high standards for the several grades of certificates, and that the Department issue questions to be used at simultaneous examinations throughout the State. Then there will be no hope of teachers avoiding preparation for their work. The indolent and incompetent will drop out; and the energetic and able will teach our children.

III. Let the rate of taxation for school purposes be lifted to two mills, or sufficient to pay all the wages of good teachers, so that rural districts will need only to provide for their fuel, repairs and incidentals. So long as neighborhoods struggle to "keep down taxes," we will have poor schools.

IV. The present method of apportioning the public moneys is, in many particulars, superior to that which it supplanted. Improvement can be made; and in this regard I indorse the suggestions of Commissioner R. W. Jones as found in his report of this year.

V. I think that the plans of new buildings, in regard to lighting, heating and ventilation, should be submitted to the Superintendent; not, as now, to the school commissioners. They could then be laid before a competent architect. Efficiency and uniformity would result.

VI. I am convinced that no person under eighteen years of age should be allowed to teach. Individuals at sixteen are too immature.

VII. If the school age were placed between five and eighteen years, and districts required to continue their schools thirty (30) weeks, better results would follow.

VIII. Although I studied three years at a Normal school (that at Brockport), and though I believe in the system, I think the schools should be reorganized. Are not the courses too lengthy? Ought not they to be less classic in character, and more truly schools for teachers? Ought not the standard of admission to be made higher, the Department issuing the examination questions?

CONCLUSION.

I should ill perform my duty did I not hereby state my indebtedness to the people and teachers for their oft-received hospitality, encouragement and support.

ERRATA IN REPORT OF 1885.

(1) Page 394, last line, makes me say that Osceola's trade flows in "no" directions. Should be *those directions*.

(2) On page 410, line 12, omit *and* before "their outline substance."

(3) Page 412, line 13, *ripe* should be *rife*.

(4) Four lines lower "Maker," meaning "Deity," was begun with a small letter.

To the Department I am especially indebted for aid and encouragement, and for patience and courtesy in dealing with me.

Very respectfully, your obedient servant,

LEONARD T. COLE,

School Commissioner.

PORT LEYDEN, *December 4, 1886.*

LEWIS COUNTY — SECOND DISTRICT.

Hon A. S. DRAPER,

Superintendent of Public Instruction:

SIR. — In compliance with your circular request of October 22, I have the honor of submitting to you the following report:

STATISTICAL.

The number of school districts having school-houses in this district, and therefore subject to my visitation; the number of teachers

employed at the same time during the last school year, the number of persons of school age, the number of pupils who attended school during some portion of the last school year, and the average daily attendance in such districts, are shown by towns in the following table :

| TOWNS. | Dis- tricts. | Teach- ers. | Persons be- tween 5 and 21 y'rs old. | Attended school. | Average daily at- tendance. |
|------------------|-----------------|----------------|--|---------------------|-----------------------------------|
| Croghan | 21 | 21 | 1,218 | 809 | 396 |
| Denmark | 13 | 15 | 616 | 460 | 212 |
| Diana..... | 14 | 15 | 546 | 459 | 210 |
| Harrisburgh..... | 11 | 11 | 314 | 238 | 124 |
| Lowville..... | 11 | 16 | 1,046 | 538 | 295 |
| Montague..... | 9 | 9 | 341 | 245 | 134 |
| New Bremen..... | 14 | 17 | 949 | 694 | 340 |
| Pinckney | 12 | 12 | 338 | 241 | 148 |
| Watson..... | 10 | 10 | 422 | 320 | 162 |
| Total | 115 | 126 | 5,790 | 4,004 | 2,021 |

An analysis of the above table shows the following facts : 69.15 per cent of all persons of school age attended school during some portion of the year; the average daily attendance was 34.9 per cent of such persons, and 52.97 per cent of those who were enrolled as pupils; average number of persons of school age per teacher, 45.95; average number of enrolled pupils per teacher, 31.77: average daily attendance per teacher, 16.04.

The table includes every qualified teacher or succession of teachers who taught at the same time for 28 weeks, more or less. Several districts maintained additional departments for a less time than 28 weeks.

The following table shows the number of weeks' service by qualified teachers, the amount paid for teachers' wages, and the average wages per week for the year ending August 20, 1886 :

| TOWNS | No. of weeks' service. | Amount paid. | Per week per teacher. |
|-----------------------|---------------------------|--------------|--------------------------|
| Croghan | 597 | \$3,483 03 | \$5 83 |
| Denmark..... | 425 | 2,702 86 | 6 35 |
| Diana | 436 | 2,566 81 | 5 88 |
| Harrisburgh | 316 | 1,932 61 | 6 11 |
| Lowville..... | 463 | 3,551 39 | 7 67 |
| Montague..... | 252 | 1,397 50 | 5 54 |
| New Bremen..... | 513 | 3,026 25 | 5 87 |
| Pinckney..... | 336 | 1,747 65 | 4 90 |
| Watson..... | 280 | 1,649 18 | 5 89 |
| For the district..... | 3,618 | \$22,057 28 | \$6 09 |

The average weekly wages per teacher in this district for the last four years were 1883, \$5.20; 1884, \$5.60; 1885, \$5.85; 1886, \$6.09.

The number of school-houses in this district, their value, and the value of the school sites is as follows, by towns:

| TOWNS. | School-houses. | Value of sites. | Value of school-houses. | Total value. |
|----------------------|----------------|-----------------|-------------------------|--------------|
| Croghan | 21 | \$555 | \$6,620 | \$7,175 |
| Denmark | 13 | 1,305 | 6,425 | 7,730 |
| Diana | 14 | 787 | 7,440 | 8,227 |
| Harrisburgh..... | 11 | 290 | 3,630 | 3,920 |
| Lowville.. | 12 | 4,145 | 16,905 | 21,050 |
| Montague..... | 9 | 300 | 2,285 | 2,585 |
| New Bremen..... | 14 | 630 | 6,005 | 6,635 |
| Pinckney | 12 | 745 | 3,850 | 4,595 |
| Watson | 10 | 265 | 3,645 | 3,910 |
| Total..... | 116 | \$9,022 | \$56,805 | \$65,827 |
| Total for 1885 | 116 | 8,455 | 50,615 | 59,070 |

Of the school-houses reported above 109 are frame, 4 brick and 3 stone buildings.

FINANCIAL.

The trustees' reports for the last school year show the following receipts and expenditures:

Receipts.

| | |
|---|--------------------|
| On hand August 21, 1885..... | \$256 24 |
| Public money apportioned | 13,209 91 |
| Raised by tax..... | 19,448 71 |
| Value of teachers' board (boarding around)..... | 881 00 |
| From all other sources..... | 297 62 |
| Total | <u>\$34,093 48</u> |

Expenditures.

| | |
|---|--------------------|
| Teachers' wages..... | \$22,057 28 |
| Libraries | 31 37 |
| School apparatus | 182 24 |
| School-houses, sites, furniture, etc..... | 9,523 75 |
| Incidental expenses..... | 1,901 94 |
| Forfeited in supervisors' hands | 11 46 |
| On hand August 20, 1886 | 385 44 |
| Total | <u>\$34,093 48</u> |

SCHOOL BUILDINGS.

The school-houses in this district are not, as a rule, as good as they should be. Too little attention is given to their sanitary condition, and that of their surroundings and outbuildings. The majority of the country school-houses built in the past contain no provision whatever for ventilation. In a large number of the districts visited by me the furniture is of an antique, uncomfortable and inconvenient type.

This state of affairs is, however, slowly passing away. The reports of last year indicate a very considerable improvement in the matter of school-houses.

A fine brick building, containing four school-rooms, has been erected in district No. 2, Lowville, and was occupied by three departments during a portion of the last school year. Another building in the same district has been enlarged and practically rebuilt, and both furnished in the best manner. That district has now ample school accommodations and employs six teachers.

A new school-house has also been built in district No. 16, Croghan.

In the following districts extensive repairs, refurnishing or both, have taken place: No. 18, Croghan, Nos. 6 and 12, Denmark, No. 11, Diana, Nos. 4 and 10, New Bremen, No. 2, Pinckney, and No. 7, Watson.

Since the beginning of the present school year, No. 10, Croghan, has nearly completed a new school-house, and extensive repairs and re-furnishing are now in progress in Nos. 1 and 8, New Bremen, and No. 11, Lowville. No. 3, Harrisburgh, has voted money for building a new house which will be erected next summer.

It gives me great pleasure to be able to say that in no instance was it necessary for me to *order* the improvements noted above. To the people of my entire district I am very grateful for their ready acquiescence in and prompt action upon such suggestions as I have felt called upon to offer regarding school-houses or other matters.

SCHOOL DISTRICT MATTERS.

District No. 11, Harrisburgh, was annulled during December, 1885, on account of not having maintained any school in several years, and there being no immediate prospect of its doing so. It contained very few children of school age, and, as these are fairly well accommodated in the districts to which the territory was annexed, the action was probably as satisfactory as any other that could have been taken.

No. 17, Denmark, was, at the request of nearly all of its inhabitants, annulled October 9, 1886, and the territory joined to No. 2, Champion, Jefferson county. The district being a very weak one the people believed, and with reason I think, that they could secure for their children better advantages by uniting with a strong district, which maintains a school of three departments, than by continuing their separate organization.

No other changes in district boundaries have been made since my last report. The usual amount of dispute over loosely defined boundaries has occurred and my efforts at adjustment have not always resulted in satisfaction to the parties in interest or to myself. One appeal from a defining order is now before your Department.

District No. 1, Denmark, including the greater portion of the thriving village of Copenhagen, was organized into a union free school district, at a meeting called for that purpose, September 30, 1886. This action was the result of an urgent demand on the part of the inhabitants of the district for better school facilities. They correctly reasoned that to provide for the education of their youth at home was better policy than to send them, at greater expense, to schools in other places.

The school, probably including an academic department, will be fully organized during the year. Situated as it is, in the midst of a prosperous farming region, it cannot fail to draw the attendance of a large number of non-resident students who would otherwise either go to more distant schools or be deprived of any higher instruction than that afforded by the rural district schools. I predict for this, the first union free school ever organized in this commissioner district, a flourishing career.

VISITS AND OBSERVATIONS.

During the year ending August 20, 1886, I made 181 visits of inspection to the schools under my charge. I will briefly summarize the impressions gained by those visits.

1. I am satisfied that there is a steady improvement in the character of work done by the teachers. This is a general statement and does not, I regret to say, apply to many unfortunate exceptions among those who assume to guide the youthful mind to higher planes of thought. But I am happy to be able to say that these *are* exceptions, and that the majority of the teachers in this district are making substantial progress.

Educational books and periodicals are read much more than formerly and the result is apparent in the schools. Some of the most hopeful signs to be observed in visiting the schools are: The readiness with which suggestions are received and applied; the eagerness to discuss better methods of teaching; the evident preparation and plan shown by the work, and the live interest shown by the pupils.

2. The schools generally are very poorly supplied with necessary apparatus. Under the law, as recently amended, I hope to see an improvement in this respect, and shall give special attention to it during my winter visitations.

3. Some practical legal means of compelling the attendance at school, during a reasonable period each year, of all children within the proper limits of age, would be very desirable. The present compulsory act does not seem to be of any use whatever, nor do I think that, in its present shape, it could be applied successfully. As shown

by the table given in the statistical portion of this report, the average daily attendance for the last year was only 52.97 per cent of the number enrolled as pupils. After careful consideration of this matter, I am brought to the conclusion that, were due allowance made for all necessary causes of non-attendance, the average daily attendance ought to be at least 75 per cent of the enrollment. It is, of course, probable that on account of families moving from district to district during the year, quite a number of pupils are reported twice, but their number is more than balanced by the number of children between the ages of 8 and 14, who have not attended school at all during the year. This fact, then, stands out with startling distinctness — that the truancy of this district is equal to 22 per cent of the enrollment; that a greater proportion than one in five of the pupils actually enrolled are habitual truants. Couple with this another fact, which investigation proves to be true — that this truancy exists most largely among the children of the ignorant and vicious — among those who most need the restraining moral and inspiring intellectual influences of the school, and the urgent need of some practical means of compelling their attendance appears in its strongest light.

4. Physiology and hygiene were taught in 103 districts by 112 teachers during the past school year. Some improvement in methods of teaching these subjects was noticeable, especially with the lower grades.

TEACHERS' EXAMINATIONS.

I have held 13 public examinations since my last report to your Department. These examinations were attended by 295 applicants for licenses. In a few instances also private examinations have been granted. Licenses were granted as follows: First grade, 4; second grade, 37; third grade, 131; total, 172.

There are at present in this district persons holding licenses to teach as follows: First grade, granted by me, 5; second grade, granted by me, 37; third grade, 72; Regents' testimonials and indorsed licenses, 17; total, 131.

The examinations were written mainly from printed questions prepared by me, and the work on each subject strictly limited to the allotted time. They included reading, arithmetic, grammar, and composition, physiology and hygiene, geography, civil government and school law, United States history and methods of teaching. Spelling and penmanship were determined from the papers handed in. In order to provide nearly enough teachers for the schools it has been necessary to license some who were not really sufficiently well qualified to teach. Indeed if it were not for a small surplus from Jefferson county finding employment in this district, very serious difficulty would have been experienced in supplying all the districts with teachers. At no time within two years has the number of persons holding unexpired licenses granted by me equaled or exceeded the number of teachers employed in the district.

The increase in teachers' wages shown in a former portion of this report and the farther increase that may be expected to follow the increased apportionment will, I hope, induce more fully qualified teachers to enter the work in this district. Then the "exceptions," of whom I spoke in connection with visitations, will be dropped from the list.

TEACHERS' INSTITUTE.

The institute for this district was held at Lowville, October 11-15, 1886, under the direction of Professor Henry R. Sanford; 144 teachers were registered and the average daily attendance was 132—6 more than the number now employed in this district. The register was closed after Wednesday.

Professor Sandford presented work on arithmetic and language, Professor Henry C. Northam, of Lowville, a series of lessons on civil government, Miss Sarah J. Walter, of the Oswego Normal School, work on elementary geography, Professor Mann, of the Normal School at Potsdam, an exercise on physiology, and one on botany, and Professor Charles D. McLean, Principal of the Normal School at Brockport, one exercise on arithmetic methods.

Evening lectures were given by Professors Mann, McLean and Sanford. Full abstracts of the proceedings have been forwarded to your Department by the secretaries appointed for that purpose.

The institute was a success in every way. No time was wasted upon work not having a practical bearing upon the every-day work of the teachers in their schools. It has never been my fortune to attend an institute which gave more complete and general satisfaction, which was attended by so punctual, attentive and earnest a body of teachers, or which promised better results. My only regret in this connection is that I was not able to arrange for some work to be done by the teachers themselves. I hope to make this a prominent feature of our next institute.

The new certificates of attendance work well and seem to accomplish all that is expected of them.

NORMAL SCHOOLS.

I have recommended, since my last report, five students to the Normal school at Potsdam, one to Oswego and one to Albany. Three Normal school graduates taught in this district during the last school year. Their work varied from *fair* to *very good* according to their experience and natural aptitude for teaching. One graduate is now teaching in this district. I have not yet visited his school.

STATE SCHOOL MONEY.

The increase in the district quota has afforded substantial relief to the weaker and, consequently, more heavily-burdened school districts. The increase in the aggregate amount to be apportioned

granted by the last Legislature will place them in position to afford better teachers and support better schools in the future.

In one respect I think that a wrong is inflicted on certain school districts by the present method of apportionment. Formerly, the average daily attendance for the purposes of apportionment was found by dividing the whole number of days' attendance by 140, or the number of days, including holidays, in 28 school weeks. Now, it is found by dividing the whole number of days' attendance by the number of days actually taught. Then, a district maintaining more than 28 weeks of school, and so increasing the aggregate number of days' attendance, received an increased apportionment on that account. Now, such a district not only receives less average attendance money than formerly, but it receives actually less than though the school were closed at the end of 28 weeks, for the reason that it is not possible to secure so large an actual average attendance for a long term as for a shorter one — a fact known to all teachers. The effect is already apparent in the case of districts which have shortened their terms from 32 or 36 weeks to 28 weeks.

I believe that it would be better to do away with the apportionment according to the number of persons of the so-styled "school age," and allow all the money, aside from the district quotas, to be apportioned according to the attendance — not the *average*, but the *aggregate* attendance — for the year.

The most apparent advantages of this plan would be as follows :

1. It would offer inducement for increasing the length of the annual school term. 2. It would more clearly present, in the easily comprehensible argument of dollars and cents, the economy of employing, even at advanced wages, the more competent teachers. Those capable of instructing the advanced scholars of the district, who might otherwise be sent off to the academy or high school, and, by their progressive and interesting school-work able to draw and hold the attendance to the fullest possible extent, would be in greater demand than now, not only because of their good work, but also because of the revenue they would bring in. It would really be, in a measure, apportioning according to the *character* of the school.

Since one-half of the public money (the district quota) is given to enable every district to maintain a school, let the other half be applied to increase the efficiency of these schools.

TEACHERS' ASSOCIATION.

The Lewis County Teachers' Association is one of the oldest organizations of the kind in the State, having been kept up uninterruptedly for thirty-six years. Its meetings are always pleasant and profitable. Meetings were held at Port Leyden last January and at Copenhagen last July — a two-day meeting in each case. Both were largely attended.

CONCLUSION.

Thanking your Department for many favors granted and courtesies shown during the past year, I am,

Very respectfully, yours,

ROBERT W. JONES,
School Commissioner

LOWVILLE, *November 15, 1886.*

LIVINGSTON COUNTY — FIRST DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR. — Complying with the request contained in your circular letter of October 22, I herewith submit the following report :

NUMBER OF SCHOOLS.

Avon, Caledonia, Conesus, Geneseo, Groveland, Leicester, Lima, Livonia and York form the first commissioner district of Livingston county. In these 9 towns are 96 school districts, 90 having school-houses within the county, and 6 having school-houses in adjoining counties ; 113 teachers are employed for 28 weeks or more. Two well-known institutions of learning — the Geneseo State Normal, and the Genesee Wesleyan Seminary, at Lima, are in this district. Of the 166 teachers who taught some portion of the last school year 2 were licensed by the State Superintendent, 18 held Normal school diplomas, and 146 were licensed by the school commissioner.

VISITS.

. During the year I have made 155 official inspections of the schools under my charge. As a rule, I have found the teachers earnest and enthusiastic in their work.

PREPARATION.

Teachers have been urged to prepare thoroughly for each day's work ; to read books, other than the text-books in use, touching upon subjects about to be presented ; to strive to find the best method of presenting each subject ; to become conversant with educational literature, in short to use every means to secure better results.

MAPS.

Maps of New York State and of the United States have recently been purchased in a majority of the school districts. Teachers find them an excellent aid in presenting the subject of geography.

PROSPEROUS CONDITION.

In my judgment the schools of this district are in a more prosperous condition than they were a year ago.

NORMAL GRADUATES.

Normal graduates, and those who have attended a Normal school prove themselves, in general, to be our best teachers.

SCHOOL BUILDINGS.

Repairs have been made upon the school property in several districts. New school-houses are now being erected in three districts : No. 1, Caledonia ; Nos. 6 and 8, Conesus.

TEACHERS' INSTITUTES.

The largest and most successful institute that Livingston county has known in many years was held at Mt. Morris in May ; 223 teachers attended (225 district quotas are received in this county) ; the average attendance for the week was $181\frac{3}{5}$.

Professors Sanford and Barnes were the instructors. The work which they presented was thoroughly practical, and kept the teachers interested throughout the week. Institutes exert a powerful influence for good. As a rule, trustees are willing to have their teachers attend, and teachers are anxious to receive the benefit resulting from attendance.

CORNELL FREE SCHOLARSHIPS.

The examination of applicants for the free scholarship at Cornell University was held at Geneseo, August 3d. The certificate was awarded to Ray Wicker, of Leicester.

SUGGESTIONS.

The suggestions which I would make in regard to changes in school law will be found embodied in my report of last year.

Thanking the Department for many favors granted, I am, sir,

Very respectfully yours,

R. AUSTIN KNEELAND, Jr.,

School Commissioner.

GENESEO, *November 27, 1886.*

LIVINGSTON COUNTY — SECOND DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—In response to your circular, I submit to you the following :

STATISTICAL.

This district comprises 8 towns, viz.: Mt. Morris with 13 school districts, North Dansville, 5, Nunda, 12, Ossian, 10, Portage, 12, Springwater, 22, Sparta, 9, West Sparta, 12; total, 95; of which 6 are joint districts, with school-houses in other counties, and 3 are union districts.

During the past school year 183 official visits were made. The number of teachers employed for 28 weeks or more was 114, of which 19 were Normal graduates — a gain of 6 six over previous year.

IMPROVEMENTS.

I found the most of the teachers doing good work. There seems to be a desire for more comfortable school-rooms and better teachers. Many trustees are employing the same teacher for the whole school year, and are repairing school buildings. There are, however, a few reminders of the early settlement of the districts, which are cherished with care.

LIBRARIES IN A SAD STATE.

The libraries in the rural districts are in a sad state. This fact has been reported so many times by commissioners that it seems a waste of time to say any thing about it. The books should be sold, and the apportionment of library money cease,

SUGGESTIONS.

The law that allows a purchase of land to make a change in district boundary should be repealed. Trustees' reports should be simplified. Trustees should be paid for services.

CERTIFICATES.

Written examinations have been held semi-annually in four different places. I have granted 143 certificates, and indorsed 10 Regents' testimonials and a few certificates from other counties.

LACK OF QUALIFIED TEACHERS.

There is a lack of qualified male teachers.

EDUCATIONAL JOURNALS.

The most of the teachers take an educational journal.

PHYSIOLOGY

was taught in all but two of the schools.

IRREGULAR ATTENDANCE

is a serious obstacle to the success of the country schools.

THE COMPULSORY ACT

is a dead letter.

Two

NORMAL GRADUATES

are employed in the common schools at the present date who are doing good work owing to the fact that they have the ability to adapt their methods to the wants of a district school.

Our

UNION SCHOOLS

are in a prosperous condition. They furnish the other schools with many excellent teachers.

OUR INSTITUTE

was held at Mt. Morris, commencing May 10, with Professor Sanford, conductor, and Professor Barnes, assistant. They gave eminently practical work in teaching primary reading.

CONCLUSION.

Thanking the people of this district for courtesies received, and the Department for prompt answers to all my inquiries, I am,

Your obedient servant,

H. E. PERKINS,

School Commissioner.

BYERSVILLE, *November 17, 1886.*

MADISON COUNTY — FIRST DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR. — In response to your circular of October 22, I have the honor of transmitting my second annual written report for the first commissioner district of Madison county.

SCHOOLS AND VISITATIONS.

There are in this district 122 school-houses and 148 teachers, and this includes 9 union schools employing 30 teachers.

During the last school year I have made 230 visits in the different towns as follows :

| | Schools. | Teachers. | Visits. |
|-----------------|----------|-----------|---------|
| Brookfield..... | 26 | 32 | 49 |
| DeRuyter..... | 10 | 13 | 19 |
| Eaton..... | 19 | 24 | 35 |

| | Schools. | Teachers. | Visits. |
|----------------------|------------|------------|------------|
| Georgetown | 11 | 12 | 21 |
| Hamilton | 16 | 24 | 33 |
| Lebanon | 12 | 12 | 23 |
| Madison | 13 | 16 | 23 |
| Nelson | 15 | 15 | 27 |
| Total | <u>122</u> | <u>148</u> | <u>230</u> |

The school in district No. 15, Nelson, was not in session during the year; all the rest were taught at least 28 weeks, as reported in the abstract. The average time for each school was 29.8 weeks.

IMPRESSIONS RECEIVED.

I found the union schools, with but one exception, in a flourishing condition. They are generally closely graded, and the teachers are wide awake and enthusiastic in their work; the pupils, too, appear interested, and the general sentiment of the communities in which these schools are located is exceedingly favorable to both teachers and pupils.

With regard to the district schools under my supervision I find a somewhat different state of affairs. There is, I am glad to say, quite a large number of schools, most of which, it may be said, are taught with success; zealous, earnest and conscientious teachers are to be found therein, all living up to the light they have. The style of questioning adopted by them, the interest they take in their work, the skill they manifest in organizing and managing their schools, all go to prove that they are the right persons in the right places. And the labor of such teachers is always appreciated; they are retained more than one term in the same school; they are rising above *starvation salaries*; and they readily find favor in the communities in which they are teaching. We have in this district a steadily increasing number of such teachers, and we hope to keep them.

But throughout the district I can count upwards of 30 "*keepers*," who cannot be included in the above. Not one of these 30 but is guilty of one or more of the following faults: *First*, No decision of character; *second*, no power to organize and control a school; *third*, no knowledge of a teacher's duties in hearing a recitation; and *fourth*, no definite purpose in assigning lessons, except to keep the children out of mischief. Some of their children are chewing gum "*for all they are worth*;" — but take an illustration — an extreme case, to be sure, but I am sorry to confess, it has come under my observation. On being admitted to the school-room, we observe a sudden silence (reason: All gazing at the commissioner), which, however, is soon dispelled. Teacher is hearing a recitation. Suddenly she is interrupted by a child calling the letters w-h-i-t-e. "White!" says the teacher, and asks Charles to locate Cape Farewell. — "May

"I go out?" asks George. — "Yes; go still!" — "B-a-d!" says a five-year-old. "Bad!" answers the teacher, and after asking Charles three times, between interruptions, to locate Cape Farewell, she is greeted with the drawling reply: "I don't know; I wan't here yesterday!" and so on for variety and style. In the meantime gum chewing and whispering are going on. At the close of the "*exercises*" we remonstrate against such conduct. — "Why, Commissioner," she exclaims, "if you had only seen this school when I took it, you would call them very quiet to-day." Or: "As near as I can learn, the former teacher had no control over them; I should be discouraged if I did not see a decided improvement within the past few days."

One of the imperative needs of this district is more teachers who are qualified for disciplining and organizing the schools; there is no difficulty in procuring teachers with the requisite scholastic attainments, but with those attainments too many of them are entirely deficient in executive ability.

EXAMINATIONS.

I have held during the year two examinations in each town in the district, making 16 in all. My subjects are arithmetic, grammar, geography, American history, civil government, physiology and methods of teaching. As a result of these examinations I have issued 165 licenses, of which 105 were of the third grade, 45 of the second and 15 of the first. The conditions for first grade are three years' successful work in teaching and an average standing of 80 per cent; for second grade, two years' experience and 70 per cent; for a third grade, 60 per cent; but I have awarded third grade licenses where the standing was less than 60; the best teachers do not always pass the best examinations.

CONDITION OF BUILDINGS.

In this I am glad to report decided progress. Twelve school-houses have been thoroughly repaired during the year, and two of them furnished with patent seats. There are only eight school-houses in this district in which the pupils sit on slab seats facing the walls, thus necessitating the interesting feat of "swinging over" whenever their presence is required in a recitation. Two of these buildings are *worthless old rookeries*, and one of them in a district in which the valuation is more than \$60,000! Excelsior!!

The condition of most of the privies is passable, and, on the whole, improving; two new ones have been constructed during the year with ample arrangements for the separate accommodation of the sexes.

VENTILATION.

I regret to say that too little attention is paid to this subject by the majority of our teachers. There are a few to whom this verdict

will not apply, but they form the exception, and not the rule. Teachers will attend institutes year by year, hear the matter discussed, take down notes of the best rules for light, heat and ventilation, then go back to their schools, and not put a single rule in practice during the term. One snuff of the air in the school-room of such a teacher is a sufficient commentary, and further proofs are seen in the flushed faces and languid eyes of the pupils as they sit there six hours a day breathing and re-breathing air that is not only dead, *but actually stinks*. I know not how the matter is in other districts, but here the best interests of the children demand, and must have, *a thorough reformation* in this respect.

NORMAL TEACHERS.

There were nine Normal graduates teaching in this district during the past year. Seven of them did an excellent work; the methods by which they imparted instruction were sound and wise; they governed their schools without seeming to govern, and their work was systematically arranged, and successfully carried out. The other two did not by any means produce such happy results. They were full of methods, but they had no faculty for putting them to practical use; hence, their schools were not what the patrons had a right to expect.

On the whole, however, the work done by Normal teachers is eminently successful, and meets with general approval.

TEACHERS' INSTITUTES.

An institute was held last May at Oneida at which we registered 280 teachers. The work was most ably conducted by Professors Sanford and Pooler, and it was the general verdict that the institute was a decided success. Professor Sanford discussed with characteristic vigor the subjects pertaining to primary work, and the interest evinced by the teachers in all the exercises was certainly commendable. The institute was also honored by a visit and an address from the Superintendent of Public Instruction; also with a rousing address by Senator John E. Smith on The Responsibility of the Teacher.

I think the practical utility of teachers' institutes in preparing teachers for a more successful work has been extensively appreciated, and admitted by the public generally, in this county, and your proposed plan for district, instead of county, institutes is regarded as a step in the right direction.

SUGGESTIONS.

In conclusion, I would repeat my suggestions made last year. First, that the present manner of licensing teachers is faulty and should be dispensed with. The system is entirely deficient in any thing like uniformity. Let us at least have questions issued by the Department, and the examinations held simultaneously through the State.

I would further suggest that the library money be abolished, inasmuch as it is not, and never will be, used for the purpose for which it was designed.

Assuring the Department of my grateful thanks for the many favors received therefrom, I remain

Respectfully yours,

LYMAN B. BLAKEMAN,
School Commissioner.

BROOKFIELD, *November 27, 1886.*

MADISON COUNTY — SECOND DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—As the cycles of time bring to me the close of another year of official duty, I beg to submit a brief report of the work accomplished during the year as commissioner, and also note the progress made within my district which comprises the northern half of Madison county, including the towns of Cazenovia, Fenner, Lenox, Smithfield, Stockbridge and Sullivan. Under my immediate supervision there are 91 entire and 15 joint school districts, 99 of which have school-houses within the county.

VISITS AND IMPRESSIONS.

Among these have been made since my last report 190 official visits, during which I have observed the reseating of several school buildings with the improved seats, a joyful indication that old things and old ideas are passing away, and that all things are becoming new and adapted to present needs and present circumstances. I would that I could note the sweeping of the entire district of the school rubbish—the accumulation of years—that still remains, and the replacing of the same with the modernized and improved school apparatus and fixtures of to-day. It seems to me that were such the case the arduous duties of both teacher and commissioner would be lessened by one-half, at least, and the royal road to learning would be more easily traveled.

LICENSES.

To the teachers who occupy this field of labor have been issued 18 first grade certificates, 60 of the second, and 36 of the third, making a total of 114 during the year.

The number of duly licensed teachers employed during the year was 135, an increase of 1 over last year.

TEACHERS' INSTITUTE.

The only institute held during the year was at Oneida, commencing May 24, and continued one week. An interesting and profitable

session was had under the supervision of Professor H. R. Sanford, of Syracuse, N. Y., assisted by Professor C. T. Pooler, of Deansville, N. Y. The attendance was very large, two more than the number required to complete the county quota being present. One of the interesting features of the institute was the address of Andrew S. Draper, the present incumbent of the office of State Superintendent.

The value of these assemblages of teachers, once a year, for the interchange of ideas, experiences and suggestions, is not to be questioned. The old saying that "two heads are better than one, if one is a sheep's head," may often find illustration and confirmation at these institutes. The modes and methods of imparting instruction to the young cannot be too carefully or too often discussed, and the more frequently teachers congregate for this purpose the more rapid will be the advancement in our schools, a proportionately greater amount of good will inure to our State and Nation, and the difficulty which trustees often encounter in finding amply qualified instructors will be greatly lessened. These institutes should be a means of awakening a general interest in the cause of education by the introduction and discussion of such subjects as will be interesting not only to the teachers but all lovers of educational work.

Another means of promoting institute work and the general cause of education is to make the sprinkling of purely educational journals, which are now taken among our teachers, a general shower. Every teacher, who cares any thing for his or her profession, should be supplied with this important means of improvement.

UNIFORMITY OF TEXT-BOOKS.

For the more rapid advancement of our district schools, a uniformity of text-books, it seems to me, should be provided throughout the commissioner district, at least; and when we have accomplished this, let us put the

COMPULSORY SCHOOL LAW

in force, which is now practically a dead letter, and exact the attendance of every child of school age who is now kept at home, or is in the street through shiftlessness, or cruelly kept at work in mills or shops by indiscreet parents.

UNIFORM EXAMINATIONS.

One thing above all others that demands immediate attention, and that would result in the greatest good to our common schools, is a uniformity of examination questions for teachers. These should come directly from the State Department of Public Instruction to the school commissioners, who should be compelled by law to require the candidates presenting themselves for examination to pass a

certain per cent for each grade (which should be fixed by law) of the questions in each subject, and that by no equivocation or evasion should any certificate be granted. This would take the question of certificates out of politics or favoritism, and place the foundation of our school system upon a higher plane of action.

I remain, yours respectfully,

CHESTER J. PARKER,

School Commissioner.

LAKEPORT, *November 29, 1886.*

MONROE COUNTY — FIRST DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.— Five years ago I began my work as school commissioner with the firm conviction that without ample provision for the health and comfort of children but little could be done toward educating them ; therefore, from the very first I have paid particular attention to the

CONDITION OF SCHOOL BUILDINGS

and surroundings. As a result 12 new school-houses have been built and 35 thoroughly repaired, and although any careful observer might suggest much more that might be done by way of improvement, I trust I shall be pardoned if I refer, with no small degree of satisfaction, to what has already been accomplished among the 98 schools of my district.

Under ordinary circumstances I have found the present law sufficient for the accomplishment of much that seemed necessary and desirable ; but in a single instance — that of a village school-house, where an order of condemnation by school commissioner and supervisor was an absolute necessity and a \$2,000 school building required for the proper accommodation of the pupils of the district — the \$800 legal limit made the situation ridiculous, especially as the opposition had the power to reduce that amount twenty per cent and satisfy the demands of the law. In my opinion, in such an emergency, the State Superintendent should have power to appoint a “non-partisan commission,” or minister plenipotentiary, whose decision in the matter should be final.

BOOKS AND APPARATUS.

Many trustees, appreciating the necessity of books of reference and apparatus, have availed themselves of the privileges granted by the recent amendments to the law regarding their purchase ; but if

the library money for each district were applicable only to similar uses, every school would be directly benefited.

SCARCITY OF QUALIFIED TEACHERS.

During the past year I have experienced greater difficulty than ever before in securing qualified teachers. I have been striving gradually to raise the standard of scholarship, and as a result the number licensed (11 of the first grade, 24 of the second and 45 of the third) has been smaller than ever before, and it is with difficulty that a sufficient number of teachers have been secured to fill the schools. I have received frequent letters from trustees, asking advice in the selection of teachers, and in several districts there were no applicants whatever for the vacant positions. Fully one-fifth of those now teaching in this district are non-residents. But as better wages are being paid than formerly, we are morally certain of drawing into the service the best home talent of the future; for a district can always get what it is willing to pay for.

NORMAL GRADUATES.

There is an increasing demand for Normal graduates, whose work here has been unusually successful. Make the teachers' work professional, insist upon thorough preparatory training, and the influence of our schools will be felt as never before.

TOO FREQUENT CHANGES.

Still, the best results can never be secured from our country schools or from any schools by frequent changes in teachers. Teachers should be engaged, not for a single term or a single year, but during good behavior or until attacked by the all too fatal malady — matrimony.

UNIFORM COURSE OF STUDY.

Something like a systematic effort has recently been made to secure a uniform graded course of study for the country schools of this county. By carefully comparing the systems adopted by various States and by making judicious selections we succeeded in preparing a course of study which we modestly considered *perfect*, and as such it received the stamp of approval of our County Teachers' Association. But alas! the difficulties which thereafter appeared at every step in the onward way into the school seemed insurmountable, and I firmly believe that the most progressive of Monroe county teachers, while anxiously looking forward to better days to come, are willing to confess their inability to accomplish the desired results without some power behind them to enforce the adoption of the prescribed course. A system to be effective must extend to all schools, but the few indolent teachers and the many conservative trustees would oppose the advance of a movement so radical unless it were backed by something stronger than moral suasion.

As a whole, however, the teachers of this district are doing good work, and there is a gradual improvement in methods of instruction resulting from the influence of the Normal schools, the teachers' institute and educational journals, which number among their subscribers nearly every teacher.

INSTITUTES.

Although the institute for the present year has not yet been held in this county, the recommendations of the State Department regarding district institutes and more practical work in connection with their sessions have met with general favor in this section, and we trust our institute soon to be held will justify our most ardent hopes for the success of the new *regime*. Croakers at the teachers' institute will find their occupation gone if it proves possible, as I believe it will, to put into practical use the advanced theories of the present State Superintendent of Public Instruction.

UNION AND GRADED SCHOOLS.

The condition of the union and graded schools of the district is generally satisfactory. Fairport and Webster have lost excellent principals, but their successors, Principals Bartlett and Rhodes with their able assistants are doing effective work toward sustaining the reputation of the schools.

Principal Down, of Brighton, is rapidly demonstrating his ability to bring things to pass, and the new \$7,000 school-house will be a lasting monument to his pluck and the enlightened public sentiment of the village. But Principals Potter, of Honeoye Falls, and Stewart, of Pittsford, have special cause for self-gratulation, for nowhere else in this vicinity has thorough work been more productive of good results.

The village schools of Penfield, Henrietta, Mendon and Rush and other schools smaller in size but no less important, deserve honorable mention; for while lacking many of the facilities of their larger rivals they are rapidly and deservedly growing in popular favor through the faithful and efficient work of their teachers.

Such co-laborers as have been granted to me would be an honor to any commissioner, and while lamenting my own shortcomings and the general inefficiency of my efforts in the cause of education, I can say at the close of my fifth year of service that I have tried honestly and conscientiously to discharge the duties of my office with malice toward none, with charity for all.

Thanking my constituents for their kind forbearance and their many words of encouragement and the Department for its many courtesies, I am, sir,

Your obedient servant,

N. CURTICE HOLT,

School Commissioner.

WEBSTER, December 1, 1886.

MONROE COUNTY — SECOND DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR. — In compliance with your request, I have the honor to submit my sixth annual report of the condition of the schools in the second commissioner district of Monroe county.

FINANCIAL.

| | |
|---|---------------------|
| The amount of public money apportioned this district at the last annual apportionment was | \$17, 829 90 |
| The amount raised by tax | 29, 520 41 |
| The amount received from other sources | 937 24 |
| The amount on hand at the beginning of the year | 3, 639 55 |
| Total | <u>\$51, 927 10</u> |

| | |
|---|---------------------|
| The amount paid for teachers' wages during the year. | \$39, 459 69 |
| The amount paid for school apparatus | 248 85 |
| The amount apportioned for library purposes | 36 95 |
| The amount paid for all other incidental expenses ... | 4, 882 13 |
| The amount paid for school-houses, out-houses, furniture, etc. | 4, 532 35 |
| The amount remaining on hand August 20, 1886 | 2, 767 13 |
| Total | <u>\$51, 927 10</u> |

NUMBER OF SCHOOLS.

There are in this district 119 schools. The number of teachers employed in the schools for 28 weeks or more is 139.

No report was received from No. 2, Greece. If the school is not maintained the present season, I am determined to recommend a dissolution of the district.

The reason why school has not been kept open is the opening of the Papal school in the vicinity. It is claimed that the school where the pupils of said district have attended the past season may not be permanent.

SCHOOL BUILDINGS.

The school-houses are generally in good condition, excepting the provision for heating and ventilating.

Many of the school-houses have been re-seated during the past six years. Blackboards in sufficient quantity and quality are frequently neglected. Unabridged dictionaries, maps and globes are being generally provided.

VISITS.

During the year I have made 166 visitations ; and, as has been my custom, given six public examinations ; and have made as many appointments where frequently two or more were accommodated.

LICENSES.

I have licensed 142 teachers during the year ; 12 of the first, 72 of the second, and 58 of the third grade. Several having first obtained third grade certificates, upon subsequent examination received second.

WORK OF NORMAL GRADUATES.

About one-half of the schools are in charge of Normal graduates or young persons who have received Normal instruction. The Normal graduates are nearly all doing excellent work. Those who have received much Normal instruction, as a rule, make successful teachers.

LIBRARIES.

Our district libraries have, many of them, entirely disappeared, and no attention is given concerning them. Very little library money is used for the purpose intended.

TEACHERS' INSTITUTES,

under the new provision, seem well calculated to do an efficient work for the cause of education. I believe the action of the Department in arranging for district institutes, in introducing more class-room work, and in opening a way for teachers to take part in the work, will meet with favor ; that the present system for conducting institutes in many respects is a reminder that, to be a progressive teacher is likely to become a business, and must be conducted according to business principles.

GENERAL COMMENTS.

I have, in my visitations, given most time where in my judgment it would be productive of the best results. Many of the schools are in charge of competent, experienced teachers, to whom much credit is due for the character of their work.

Schools conducted by those of little or no experience I have endeavored to visit early in the term, and by advice and suggestions to make their work a success, and have had no pronounced failures during the past season.

In many schools, teachers are engaged without reference to experience and fitness where a teacher of the first grade should occupy. I have in mind several advanced schools where, during the past season, teachers of little or no experience have been placed in charge ; I have found no difficulty in finding a sufficient number of well qualified teachers to fill every position.

It has been my aim to supply the schools with competent teachers, to encourage and aid those who are worthy, to approve good work, and to still raise the standard of excellence.

Thanking the Department for favors received, and for uniform courtesy, I remain, Very respectfully,

Your obedient servant,

JEREMIAH SMITH,

School Commissioner.

GATES, *December 8, 1886.*

MONTGOMERY COUNTY.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—It is with pleasure that I comply with your request to me to report the standing, condition and needs of the schools in Montgomery county.

ACQUIESCENCE IN NEW METHODS.

I am well pleased with the interest in educational work manifested by the people and the teachers. The best plans and methods of imparting instruction are being brought into general use. Elderly people, whose ideas of instruction were received a generation ago, are ceasing to stand in the way of progress, and many of them have become the strongest advocates of the new methods, which are regarded by the great educators of the day as nearly reaching perfection. The "A B C" method is a thing of the past, and is not in vogue in this county. The teachers' institute, teachers' associations, teachers' council and educational journals, taken in connection with the local reading circles, have revolutionized the whole system of teaching. To such an extent is this true that the pupils of the rural districts have the same advantages, so far as methods are concerned, as those of union and graded schools. I do not wish, however, to be understood as saying that they have all the helps that are possessed by the village or city schools. On the contrary they are sadly in need of every thing of this nature unless furnished by the teacher.

WHERE ABILITY IS MOST NEEDED.

Right here let me say that it requires a person of more tact and ability to successfully teach a country school than it does to take charge of a school in the more thickly settled districts where every thing, such as dictionaries, charts, globes, pictures or drawing cards, blackboards and moulding boards, etc., is at hand ready for

use. The little or no progress which has been made in exceptional cases is attributable to the too frequent change of teachers. This is always likely to occur in districts where the property-owners who have no children are in the majority. Such people are exceedingly apt to regard as the man best fitted for the position of trustee the one who favors the cheapest teacher, believes that no more school should be had than the law requires, and thinks that the teachers should lose institute week and all holidays, thereby saving two weeks' expenses, \$12, for a school district assessed at say \$125,680, and receiving from \$100 to \$130 from the State. Montgomery county has a few districts of this kind.

TOWN BOARD OF EDUCATION.

As a remedy I would suggest that three men be elected in each town in the same manner in which trustees are elected in a single district, to be known as a town board of education, whose duty it shall be to employ teachers for the schools of the town, and who shall engage no teacher who has any other calling during the year.

COMPETITION.

Teachers who give their entire time to educational work are placed at a great disadvantage in competing with men who will come from the farm or the work-shop, where they have been employed during the summer, and, without any preparation, without having taken any educational journal or attended the teachers' associations or institute, assume charge of a winter school. Such teachers can afford to teach for much lower wages (and thereby give satisfaction to the parsimonious tax payers) than those who spend their time and money in improving themselves and their schools, who take and read educational papers, attend four associations a year, at a cost of from \$5 to \$10 each, and attend the teachers' institute at a cost of double the amount of wages received for the time. When our best qualified teachers are not hampered in this manner a great change for the better will be made in our common schools and they will become indeed the pride of the people.

SCHOOL DISTRICTS.

Montgomery county has 116 school districts and 15 joint districts within its limits, 10 of which employ from 2 to 16 teachers. Two schools, those at Canajoharie and Palatine Bridge, have academic departments. With one exception the principals of the union and graded schools are college or Normal school graduates, or hold State certificates, and have had long and varied experience. All teachers in the graded schools are employed for their merit and not by favor.

VISITS.

I made during the year, beginning and ending in August, 343 visits, and found the schools in excellent condition. The teachers,

with few exceptions, were endeavoring to keep pace with the times. When it is practicable the teachers in the rural districts visit each other and compare their knowledge of the studies taught.

EDUCATIONAL JOURNALS.

I know of no teacher in the county, except now and then one, who holds a State certificate obtained from Victor M. Rice, who does not take at least one educational paper, while many have read as many as three.

NORMAL SCHOOLS.

The graduates of Normal schools are sought for and command good wages, because it is expected that they have had special training for teaching, and consequently the diploma is a passport to the best positions. I would not say, however, that the Normal school graduates are the best teachers we have. There are many teachers in Montgomery county who have had only a common school training, but who are qualified to do as acceptable work as any Normal graduate. By reading the best journals, consulting the leading authorities on method, attending the associations and institutes, and visiting schools that have a reputation as models; in short, by taking advantage of every opportunity for improvement, they have thoroughly mastered the science of teaching. Boards of education have frequently aided such teachers in their efforts by giving them time to visit schools where they might receive information as to the theory and practice of their profession. The value of Normal school training ought not to be under-estimated, and all who have in them the elements of a successful teacher will do better work after this special drill. The Normal graduate comes into the school prepared to teach, while those who have had no special training must make the first school taught by them a practice school for themselves, and consequently the only one that learns much is the teacher. Frequently during the first year it becomes necessary for the untrained teacher to undo the work done in the beginning. I would advise all who think of teaching to attend Normal schools. It would be a mistaken idea, however, to suppose that all Normal graduates make good teachers. There are many who choose the teachers' profession who will not succeed, despite all their efforts, because they are not fitted by nature for the occupation. Such people, as soon as they realize this lack of fitness, which they cannot fail to do sooner or later if possessed of good judgment, should at once seek some other calling.

SCHOOL BUILDINGS.

The buildings in the Mohawk valley, in this county, are either new or else have been thoroughly overhauled and put in shape. As to light, heat and ventilation, they are as good as can be built. District No. 11 of the city of Amsterdam has erected a fine structure

of brick, containing eight large rooms heated by steam and furnished with complete ventilation. There is water on each floor with drinking cups and wash-basins, and in the basement are play-rooms for the use of the pupils in stormy weather. Similar first-class buildings have been erected in district No. 6 of Fonda, and district No. 4 of Fultonville. The school-houses in Canajoharie, Palatine Bridge, Fort Plain, St. Johnsville and district No. 8 of Amsterdam city are all good buildings. With commendable pride the people of the rural districts are pulling down the old buildings and replacing them with new ones which are models of symmetry and convenience. The new buildings are all provided with patent seats and desks. Upon the whole, the school buildings of the county, with occasional exceptions, are excellent structures and well adapted to their purpose.

TEACHERS LICENSED.

During the year I have granted 60 certificates of the third grade, 24 of the second grade, and 6 of the first. I have had no difficulty in finding qualified teachers, but I have experienced some trouble in finding good teachers who would accept the wages offered. Trustees who pay good wages can easily obtain well qualified men and women to take charge of their schools.

TEACHERS' INSTITUTE.

In this county the teachers' institute is held in high esteem by all the teachers, and by the majority of the people. Many trustees say, they do not like to employ a teacher who does not attend the teachers' meetings and institute. In their opinion, the failure to do so indicates that the teacher is not progressive. The institute for the present year will be held at Canajoharie, December 20-25, inclusive.

FINANCIAL REPORT—*Receipts.*

| | |
|--------------------------------------|-------------|
| Amount on hand August 21, 1885..... | \$7,660 84 |
| Amount apportioned to districts..... | 22,224 66 |
| Teachers' board..... | 1,149 19 |
| Gospel funds..... | 20 00 |
| Raised by tax | 56,042 59 |
| | <hr/> |
| | \$87,097 28 |
| | <hr/> |

Disbursements.

| | |
|---|-------------|
| Teachers' wages..... | \$61,257 43 |
| Libraries..... | 143 99 |
| School apparatus..... | 332 10 |
| School-houses, sites, repairs, etc..... | 15,442 40 |
| Incidentals | 7,289 12 |
| Amount on hand August 20, 1886..... | 2,632 24 |
| | <hr/> |
| | \$87,097 28 |
| | <hr/> |

STATISTICAL.

Number of teachers during the year, 238 ; males, 88, females, 150 ; number of teachers employed at one time, 168 ; number of children between 5 and 21 years of age, 13,241 ; number of weeks of school, 4,165 ; number of pupils attending school, 8,205 ; average attendance, 5,264.136 ; value of school property, \$161,560 ; assessed valuation of the county, \$22,338,692.

BOUNDARY LINES OF DISTRICTS.

I am under the impression that the State should make a move in the direction of more clearly defining the boundary lines of districts. It should compel a survey and map to be made in each district, and the boundaries should not conform to farm lines, but should be run straight as far as practicable. Enduring monuments should be placed at each corner and wherever else it might be deemed necessary. The survey should be placed on record in the clerk's office in each county and also with the clerk of each town. In the present uncertainty as to boundary lines, disputes often arise which are very difficult to settle. In many cases it is necessary to reorganize the whole town in order to make it more convenient for the children who attend school. The districts were laid out years ago when the population was sparse and settlements five or six miles apart. As each settlement desired a school it would erect a school-house in the most convenient place. This would have been all right if so large a tract of land had not been frequently taken. Of course the boundary lines would be run on each side half-way from the adjoining settlement on that side. If, for instance, the settlement on the west was six miles distant, the district would extend three miles west of the school-house. If the settlement on the east was two miles away, the distance from the school-house to the eastern limit of the district would be one mile. Thus the children living in the western part of the district are obliged to walk three times as far to school as those living near the eastern boundary. This state of affairs may be remedied by placing the matter in the hands of the board of supervisors of the county, with power to reorganize any district when in their judgment it is for the good of the greatest number of people in the district. The supervisors should be empowered to appoint a committee of three from their number who shall employ a surveyor to make a survey and map of each district, and when completed the survey should be recorded in the town and county clerks' offices.

THE SPIRIT OF PROGRESS.

In the foregoing I have endeavored to show that Montgomery county teachers and people are thoroughly imbued with the spirit of progress which is the distinguishing characteristic of the work of education in the present age. I have also made some suggestions which, in my humble opinion, if followed, would effect changes for

the better. If my words are deemed worthy of attention, I shall feel that they have not been written in vain.

Permit me, in conclusion, to extend my heartfelt thanks to the State Department for many favors shown me, to the people of the county for their hospitality, and to the teachers for their courtesy, kindness and assistance.

Very respectfully,
HENRY K. SALISBURY,
School Commissioner.

AMSTERDAM, *December 6, 1886.*

NIAGARA COUNTY — FIRST DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR. — In compliance with your request of October 22, I respectfully submit the following report :

THE SCHOOLS OF THE DISTRICT.

There are 69 schools in my commissioner district.

The union school of Tonawanda is under the able supervision of Professor A. D. Filer, with ten assistants.

The school at Middleport is taught by Mr. John Ready, with two assistants. The remainder of the schools are common district schools, with only one teacher each.

OFFICIAL VISITS.

I have made 150 official visits since my last report. I find that my visits have been very beneficial, especially with young teachers.

LICENSES.

I have granted 100 licenses; 18 of the first grade, 43 of the second, and 39 of the third.

CONDITION OF SCHOOL BUILDINGS.

The school-houses are in very good condition. A great many buildings are undergoing extensive repairs, so that they will be comfortable and cheerful for the pupils.

A large majority of the trustees are availing themselves of the opportunity to purchase maps, globes, etc. The out-buildings are generally in good condition. Six new school-houses are being re-seated with new patent desks, and one new house is nearly completed, at a cost of \$1,000.

TEACHERS' INSTITUTE.

The institute was a decided success. Dr. French and Professor Newell were very much complimented by the teachers of this county. The attendance was very large. The objection to institutes seems to have disappeared, as all of the schools that were in session closed, and the teachers attended the institute regularly. I do not hear the objections from trustees that I have heretofore. They want their teachers to attend and gain all the information they can. The certificates of attendance furnished by the Department gave universal satisfaction.

TEACHERS' ASSOCIATION.

The Niagara County Teachers' Association has quarterly meetings, and a great amount of information upon school topics is received and put into practical use.

EDUCATIONAL JOURNALS.

Nearly all of the teachers subscribe for educational journals.

NORMAL GRADUATES.

Normal teachers, as a rule, do better work than graduates from our union schools. They are more thorough with their work.

FREE TEXT-BOOKS.

I would suggest the passage of a law compelling the trustees to purchase the text-books to be used in their respective schools, and furnish them to the pupils gratis.

ALTERATION OF DISTRICTS.

Difficulties arising from the alteration of school districts, I think, would often be more easily and satisfactorily settled if the sole power was vested with the commissioner.

Thanking the Department for past favors, I remain,

Yours, very respectfully,

CHAUNCEY G. RICHARDS,

School Commissioner.

LOCKPORT, *November 29, 1886.*

NIAGARA COUNTY — SECOND DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction:

SIR. — In compliance with the request expressed in your circular-letter of October 22, I respectfully submit the following report, in addition to the financial and statistical reports sent to the Department.

STATISTICAL.

The second commissioner district of Niagara county includes the towns of Hartland, Somerset, Newfane, Wilson, Porter, Lewiston and Niagara, with 98 school districts and parts of districts, 95 of which have their school-houses located in this county.

OFFICIAL VISITS. GROWING INTEREST.

I have made 195 official visits during the past school year, and am glad to report a steady and growing interest throughout the district in the cause of education. The teachers have been more generally employed by the year, and more schools have been in session from 34 to 40 weeks than during any previous year. Consequently the average attendance has been larger, progress greater, and better results have been attained. It seems to be of vital importance not to change teachers during the year.

LACK OF EXPERIENCED TEACHERS.

Trustees have found some difficulty in securing experienced male teachers. I have granted 155 certificates during the year.

Two

NEW SCHOOL-HOUSES

have been built, and five more are being erected. Several have been thoroughly repaired and newly seated.

TEACHERS' INSTITUTES.

The teachers' institute for Niagara county was held at Lockport, commencing October 11, with Dr. French, conductor, and Professor Newell, assistant. Over 300 teachers were in attendance. The average attendance was 275. Professor A. D. Filer, principal of the Tonawanda Union School, presented the subject of penmanship to the institute in such a practical manner as to hold the close attention of every teacher. The action of the Department in arranging for smaller institutes, and introducing more class-room work, is heartily indorsed by the teachers and the commissioners of this county.

EDUCATIONAL PAPERS.

I think all of the teachers who are actually engaged in teaching take educational papers.

NORMAL GRADUATES

have given splendid satisfaction wherever they have taught. In closing I would make the following

SUGGESTIONS:

1. There should be uniformity in the examination of teachers throughout the State.

2. There should be uniformity in the commencement and closing of the terms of school throughout the State.

Thanking the Department for prompt answers to all inquiries, and for favors granted, I remain,

Very truly yours,

FRED. J. SWIFT,

School Commissioner.

JOHNSON'S CREEK, November 16, 1886.

ONEIDA COUNTY—FIRST DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—In compliance with your request contained in your circular of October 22d, I respectfully submit the following additional report of the number and condition of the schools in my commissioner district.

STATISTICAL.

There are 56 schools under my supervision. For the past two years the school in district No. 6, town of Deerfield, has been closed for the reason that there are but a very few children to attend. This fall it was re-opened and now every school in my commissioner district is in session.

OFFICIAL DUTIES.

Last year I made 119 official visits to schools. My custom has been to visit two schools a day, having the work go on the same as other days, and then make such suggestions to teachers as I thought necessary. At the close of a recitation I have asked some questions upon the subject-matter of the lesson to ascertain the effectiveness and thoroughness of the teacher's work. There are some model schools under my charge, but I must confess they are the exception rather than the rule. There seems to be too much indifference to progress, too little attention paid to school matters on the part of school officers and patrons. Just how this matter can be remedied I am not prepared to say. I have no universal panacea to recommend. The regular semi-annual teachers' examinations have been held, after giving public notice, in convenient places in the district. In some instances private examinations have been granted. I have tried to select only the best material presented, and at the same time, retain a sufficient number of teachers. I have presented written questions upon the following subjects: arithmetic, grammar, geography, physiology, spelling, United States history, civil government, school law, and methods of teaching. I require an average standing of 65 per cent to entitle an applicant to a third

grade license, 75 per cent and one year's experience for a second grade, and 85 per cent and two years' successful experience in teaching for a first grade.

I take this occasion to again express myself in favor of having the examination questions for licensing teachers emanate from the Department, to the end that uniformity may be had and that the influences brought to bear upon the commissioner may be lessened.

SCHOOL BUILDINGS.

With a very few exceptions the school buildings are in a good condition. Several new, well-arranged, and commodious school-houses have been built since my last report. Others have been repaired. New and easy sittings take the place of the old desks, shades have been placed at the windows, thus giving to the rooms an attractive and homelike appearance.

THE INSTITUTE.

The institute for this county was held at the court-house in Rome commencing Monday, April 12. There were about 400 teachers registered during the week. The average attendance exceeded 300. The number of teachers present at the last two sessions was larger than at previous institutes held in the county. This was, no doubt, occasioned by the new law, making it an advantage financially for schools to close during the institute. The instruction given is making some change in the manner of presenting subjects, and would aid still more were it not for decided opposition, in some localities, to all methods that were not practiced upon the parents of the children now in school. Although not tried in this county, it seems to me that the suggestion of the Department in reference to holding institutes in commissioner districts has many decided advantages. In an institute composed of 400 teachers there is a great diversity of opinion as to the character of the instruction. The subjects which they desire to be discussed cover too much ground to be attempted in one week. The character of the work which is of the most benefit to the inexperienced teacher has been heard time and time again by the older members of the profession; their notes upon the subject are very full. Institutes should be graded in such a way that the instruction given thereat would meet the needs of both. More class-room work could be introduced and teachers would take a more active part in the work.

SCHOOL APPARATUS.

A serious obstacle in the way of practicable and efficient instruction is the want of school apparatus. In some school-houses there is not even a respectable blackboard for illustration. This is not a result of the want of the necessary expense incurred in their purchase, so much as it is the neglect and carelessness of the persons responsi-

ble for their purchase. In only a very few instances have trustees taken advantage of the law allowing them to spend \$15 in the purchase of school apparatus. The following articles should be in every school-house: A good blackboard, globe, an unabridged dictionary, a map of the United States, and a map of the State of New York with the counties outlined in full.

I would suggest that the Legislature enact a law empowering commissioners, when trustees fail to act, to purchase the above-mentioned articles, and the cost of the same to be a charge upon the district.

SCHOOL LIBRARIES.

Our school libraries are a failure. The library money, almost all of which is applied toward the payment of teachers' wages, would be more profitably invested were it used in the purchase of school apparatus.

TEXT-BOOKS.

Another urgent need of the schools is a uniformity of text-books, but how to get them I cannot devise, unless the State take it in hand. It is not uncommon to find four or five different arithmetics in one school, and as great a variety of geographies where only one kind is needed. If the State should control the publication of school books and contract with some firm to publish them, they might be purchased for less than what they now cost. By uniform books would be avoided the necessity for several classes of the same grade, the need to purchase new books on removing to another district, and the loss occasioned by the use of inferior books.

TEACHERS.

Another trouble in this commissioner district, in common with other districts, is the too frequent change of teachers. I cannot see any chance for any sudden or radical improvement in this regard, for very few, comparatively, of either sex, engage in teaching as a life-work, for the reason that the compensation is not sufficient to enable them to support themselves comfortably and provide any thing for old age.

GRADUALLY ADVANCING.

In the main the schools of my district are doing good work, and are advancing with the times; the teachers take educational journals, attend institutes and associations, and are well prepared for the school work of the day. We are not taking any steps backward, but are gradually advancing.

With thanks to the Department for many official favors, with due regard to the teachers for courtesy extended, and to the public for their interest and kind consideration, I am,

Very respectfully yours,

W. D. BIDDLECOME,

School Commissioner.

DEERFIELD, *December* 18, 1886.

ONEIDA COUNTY — SECOND DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR. — In compliance with your request, I respectfully submit the following report :

SCHOOLS VISITED.

This commissioner district consists of 97 schools. During the past year I have made 177 official visitations, and the impressions received are exceedingly gratifying and encouraging.

IMPRESSIONS.

The majority of the teachers in this district are steadily improving in their methods of teaching, and are honest and enthusiastic in their work. The pupils manifest an increased interest in their studies, and the parents show an active and friendly solicitude for the success and improvement of their respective schools. Trustees, as a rule, have greatly increased the amount of school apparatus, such as maps, charts, globes and dictionaries, which are used each day with profitable results.

LICENSES.

I have held 15 public and many private examinations during the year, and have issued 180 licenses. Of these, 27 were of the first grade, 72 of the second grade, and 81 of the third grade.

TEACHERS' ASSOCIATION.

A teachers' association, the first that has existed for many years in this district, has been organized, and it is already productive of much benefit to the teachers.

EDUCATIONAL JOURNALS.

There is a marked increase in the number of teachers who read educational journals and books.

CONDITION OF SCHOOL BUILDINGS.

Some improvement is noticeable in the matter of building new school-houses and in the substantial repairs of the old ones. New school-houses were built in school districts Nos. 5, Kirkland, and 7, Vernon. Extensive repairs were made to several throughout the district. In school buildings, the past year was one of some progress.

TEACHERS' INSTITUTES.

The teachers' institutes are a means of great help, especially to the young teachers, and benefits derived from institute work cannot easily be estimated. Therefore, our schools are being improved by work of the institutes. They are apparently looked upon with more favor than formerly by the public generally.

The action of the State Department in arranging for smaller institutes promises better results and is approved by many of the teachers of this district.

NORMAL GRADUATES.

The nine Normal school graduates employed as teachers in this district during the past year have done excellent work and given general satisfaction.

SUGGESTIONS.

Permit me to offer the following suggestions:

1. Every school should be taught at least 32 weeks, to entitle it to the teachers' quota.
2. There should be uniformity in the examination and licensing of teachers.
3. The supervisors and assessors of a town should have exclusive power to form or alter the boundary lines of school districts.
4. Applicants for licenses must have attended at least one institute during the year, or have received instructions in methods in teaching in a teachers' class or Normal school.

Thanking the Department for many favors received, I have the honor to be

Yours, with much respect,

E. A. O'BRIEN,
School Commissioner.

CLINTON, *November 30, 1886.*

ONEIDA COUNTY — THIRD DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction:

SIR.—I herewith forward my second annual report of the schools under my supervision, in accordance with the Department's request of October 22, 1886.

SCHOOL DISTRICTS AND TEACHERS.

There are five towns in this commissioner district, divided into 96 school districts, four of which are joint. There were 102 teachers employed to conduct these schools during the school year of 1886.

VISITS.

I have made 183 visits to these schools during the year past.

METHODS OF TEACHING.

I will explain to you the present methods of teaching in some schools, together with improvements that I have suggested. I can report some progress, but many are slow in their advances from the world of dull formalism to the world of the realistic. We are trusting and hoping that our works may ultimately be seen in better schools, better methods, better teachers, more *earnestness*, more enthusiasm.

Arithmetic.—Close adherence to text-book by both teacher and pupil. Rules must be repeated exactly as printed. Examples worked that have answers given. No reviews. Principal object—to go through the book. No explanations given, none required. I have known teachers to excuse classes with the following orders and questions: Take the next three cases, be able to repeat all questions and work all examples; if you can take more do so; you must go through the book this term; you have been in the fore part of the book these four or five years and don't seem to know much about arithmetic yet. "Have you performed the examples in to-day's lesson?" "Yes." "Do you understand them?" "Yes." "Class excused."

This dry formality, non-understanding, stuff and cram should be stopped and at once. Those pupils will always be mere pigmies in arithmetic, their minds always in doubt when practical questions arise in life's busy work. Such teaching will produce mathematical cripples, hobbling about on the crutch of text-book, trying to recall some old rule, case or formula, that will explain some simple problem which may arise in their own business relations.

Require pupils to leave text-books at their desks. Have extensive blackboard work, originating their own examples to illustrate a principle, class and teacher ask questions and criticise. The why and how should be told by the pupil in simple language.

Be thorough, teach but little and that well. When a principle is finished, be sure that those pupils understand it so thoroughly that if they are never in a recitation again they will remember it for all time, and can make proper application of it when needed.

We need in our schools more practice in primary arithmetic. The sing-song of the tables should be supplemented by object teaching, the long analyses by direct answers. Brevity should be the motto. Mathematics ought to make bold, independent thinkers. I am working for a radical change in the methods of teaching in this branch. Old methods die slowly, but are going nevertheless.

Geography.—I found this branch taught in 80 schools. I am pleased to report progress in the methods of instruction, but wherever I discover improvement, I find a general breaking away from text-book and an advance toward self-investigation.

I would rather have a wagon-load of sand or clay, and a milk can of water on the play ground, with which to form miniature continents, islands, seas, capes, etc., than all the text-books in Christendom, for explaining the rudiments of geography to a class of little children.

Every school-room should be furnished with colored crayons, maps and globes. The recent law allowing trustees to expend fifteen dollars (\$15) for such supplies is in reality a dead letter. They think it an unnecessary expense, can get along without them. This should be made compulsory, not discretionary. No wonder that our schools do not progress, for the spirit of disinterestedness prevails. The law should read thus:

Every school that receives a share of public money must be supplied with all necessary maps, charts and globes, otherwise the money will be withheld until the school-room is furnished with the same.

Grammar.—Children, as a rule, dislike this study. Why is it? Because it is presented in such a way that they do not understand it, consequently do not care to spend the time, as the study will do them no good.

A vast amount of verbiage, a conglomeration of terms, rules, etc., is disgusting to a child, seeking for knowledge, for truth. They go to the recitation and repeat words, leave the same in disgust.

Have encouraged my teachers to form classes in "language lessons" or "word building," and from this initial step merge slowly and understandingly into the more difficult departments of this important study. Books to be used only as aids. Composition and letter-writing should receive early notice. Correct speech and good manners ought to receive a vast amount of attention. The teacher also should be the embodiment of correct enunciation. The skillful handling of this study requires, on the part of the teacher, talent, tact and tenacity.

Physiology and hygiene.—This study has been taught in all of the schools. The teachers could do better work if their school-rooms were furnished with anatomical charts. Oral instruction has predominated. In most schools the pupils are pleased with the study, but I find their earnestness is in proportion to the teachers' enthusiasm.

Reading and spelling.—I cannot report advancement in these branches. I do not believe the children in our schools to-day are as proficient in reading and spelling as those of a quarter of a century ago, when "spelling schools" were all the rage. I have urged teachers to organize the old fashioned spelling matches, and have them at least once in three weeks. Meet evenings at the school-house for practice, and require them to write up lists of difficult words.

In reading get at the thought more than the mere pronunciation of words. Never hurry over a subject. Slow but sure is the better way. Supplementary reading has been introduced into a few schools, and is meeting with great favor by teachers as well as pupils.

Writing.— Writing is neglected in many schools, when it ought to receive the utmost attention. I tell the teachers that they are responsible for so much poor penmanship; their neglect has caused many a youth to blush when his writing was brought into public notice. Every school ought to have a good writing chart and one-half hour each day be devoted to the analyses of letters. It should be made one of the primary lessons of the day.

Other branches.— United States history, civil government and algebra have been taught in a few schools. I think teachers have enough to do, without being burdened with these studies. Their hands are full, and when an extra is crowded on to the programme, some class must be neglected, must surrender a part of its time.

Large pupils and higher branches should not receive undue attention.

TEACHERS' ASSOCIATION.

This organization has been of great benefit to the teachers. We have held three meetings at the union school building at Camden. We calculate to go into each town and hold a meeting during the coming year. One hundred teachers are now enrolled. It is a sort of "class meeting," where all may give their experience in the work. If a teacher has failed to accomplish some desired result, it is brought before the meeting and fully discussed, and a remedy suggested. If a teacher has been successful all will be benefited by his advice and counsel. There ought to be an organization of this kind in every commissioner district in the State.

TEACHERS' INSTITUTES.

I think the "district plan" to be an advance in the right direction. We ought to have at least ten days of institute work, based upon strict Normal teaching or training.

All superfluous work should be eliminated. Teachers should be told how to teach in a natural and systematic order. I find the trouble to be, that teachers attend the institute, hear many good things, but return to their work and enter at once upon the old beaten track. "The way to resume is to resume." Teachers should be compelled to adopt the new and exclude the old, otherwise all our efforts for progress will be fruitless. When trustees make contracts with teachers, it should be in writing that they are to use in their schools all of the better methods of instruction. Go on a strict business plan. Be determined to have the best.

SCHOOL LAW.

Our school law should be revised. Trustees do not fully understand it, consequently they act blindly at times and trouble follows. Many questions that are brought before the commissioner and subsequently to the Department could be obviated if this could be accomplished. It is eminently necessary that this be done.

TRUSTEES.

As a general rule trustees do not take much interest in their schools. Why is it? Because they receive no pay for their services. It is human nature not to manifest much enthusiasm in a cause where dollars and cents are entirely wanting. They do not visit their schools; but pay them for their time, and they will; either do that or abolish the whole trustee system, and elect or have appointed a town board of education, assuming all the duties now devolved upon trustees.

LICENSING TEACHERS.

All examination questions should be sent out by the Department; and commissioners hold examinations, answers returned and orders sent to the commissioner whom to license; but upon the recommendation of commissioners, 10 or 15 per cent should be added, as some teachers cannot pass a good examination but can do excellent work in the school-room. I have granted 134 licenses during the year—14 of the first grade, 32 of the second grade, and 88 of the third grade. I have no trouble to find teachers who are qualified in the branches required to be taught in our schools, but I do have trouble to find those who are qualified in the art and science of teaching.

BUILDINGS.

Quite a number of school buildings have been improved during the year, but there are many more that ought to be. A number have been re-seated.

THE GENERAL PUBLIC AND OUR COMMON SCHOOLS.

To arouse an interest on the part of the general public, and the regeneration of our schools there must be a joint work of the people, the instructor and the government which superintends. This unison of efforts will lift our schools up to a higher plane of excellence and worth. The press, the pulpit, the platform must speak and with no uncertain sound. We must use those means by which men are enlightened and aroused on other subjects, and success will follow.

The teacher who conducts must be a person of high character; he ought to make teaching his calling for life, and revive the good old rule, "permanent teachers in permanent schools." It is this "ceaseless law of change" that has worked so much evil in our free school system. The government which superintends must be aggressive, and demand radical changes. Good buildings, well furnished, will make it a place where pupils as well as teachers will delight to congregate. Pay a good living salary and employ by the year. License just enough teachers to fill the schools. Change from 28 to 40 weeks. This will call into the profession a superior class of teachers. Talent is what we want and must have. When this can

be accomplished confidence will be restored, and the general public will manifest an interest in the cause of education.

Yours very respectfully,

EVERETT E. EDGERTON,

School Commissioner.

CAMDEN, *December 3, 1886.*

ONEIDA COUNTY — FOURTH DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR. — In compliance with your request, I submit the following report :

DESCRIPTIVE.

This commissioner district consists of nine towns in the north-eastern part of Oneida county, viz.: Annsville, Ava, Boonville, Forestport, Lee, Remsen, Steuben, Trenton and Western. It contains 129 districts having school-houses in this county, and 3 joint districts having school-houses in other counties. There are 4 union free schools. Two of the union free schools have academic departments. The whole number of teachers employed, and teaching at the same time for a period of 28 weeks or more, was 147.

VISITS.

The territory embraced within the limits of this district is so large, the number of schools so great, that to get time from the duties of examinations, reports and other office work to visit all of the schools each term is practically impossible. I have made 222 official visits to schools in this district during the year.

In visiting schools I do not give notice to teacher. I then find the school at its accustomed work. I allow the teacher to conduct the recitations in order that I may be better able to judge of his or her qualifications to impart instruction. At the close of or during a recitation, I ask such questions and offer such suggestions as may seem proper.

IMPRESSIONS.

The impressions I received during these visits, although somewhat varied, has been such as satisfy me that the schools, with some exceptions, are steadily advancing. Teachers almost without exception are earnest and faithful in the performance of their duties, and endeavoring to advance the condition of their schools by the most practical and best methods.

EXAMINATIONS.

In previous reports I have given a full account of the manner in which teachers have been examined and licensed, and the course pursued by me while visiting schools. I can do but little better than to repeat what I said in my last report upon those subjects.

My examinations were written, supplemented by oral questioning, and embraced the following subjects, viz.: Arithmetic, grammar, geography, physiology and hygiene, United States history, civil government, school law and methods. I have held 15 public examinations, and have granted licenses to 174 teachers. Of these, 79 received third grade, 74 second grade, and 21 first grade certificates. In addition to this, I have indorsed 22 testimonials granted by the Regents. I have, as a rule, required 80 per cent for a third grade license, 85 with experience for a second grade, and 90 per cent for a first grade; none receiving first grade except those who have had successful experience in teaching.

SCHOOL BUILDINGS.

Four new school buildings have been erected during the year, 1 in district No. 11, town of Boonville, 1 in district No. 17, in the town of Lee, 1 in district No. 7, town of Forestport, and 1 in district No. 4, in the town of Remsen, and quite a number have been thoroughly repaired.

TEACHERS' INSTITUTES

are considered an important factor in the cause of education, and to discontinue them would be a great detriment to the schools. Teachers who attend them have broader and more comprehensive ideas of the results to be obtained in their work, and have better methods for securing such results. Public sentiment is very much in their favor. I cannot state definitely with regard to smaller institutes, as we have had none, but I find that it meets with the approval of all of my teachers.

NORMAL SCHOOLS.

During the year seven applicants were sent to the Normal school at Albany, and one to Cortland.

The most of the Normal teachers at work in my district are doing well; there is a decided preference for graduates of the Normal schools as teachers; especially after experience in the school-room has demonstrated their ability to govern as well as to teach.

TEACHERS' CLASSES.

Two teachers' classes have been organized and instructed, one at Boonville, and one at Holland Patent. These classes in both institutions received thorough instructions in methods of teaching, and have proved beneficial to the common schools of this district where such teachers have been employed.

WILLING WORKERS.

The teachers of this district, with but few exceptions, are willing workers. A majority of the teachers own and study books calculated to improve their methods and their general knowledge. About 80 per cent of them are readers of the best educational journals. Our teachers are striving to keep up with the times in the most improved methods of teaching. Although our schools are not in all cases what they should be, they are gradually but surely improving.

DIVISION OF WORK.

It seems to me that in order to make the supervision of school commissioners more uniform throughout the State, some general law should be passed by our next Legislature, making the commissioner districts more uniform in size, and the amount of work to be done; the gross inequality in the present division of this county, more especially the first and fourth commissioner districts; the first has 5 towns, with 56 schools, and the fourth has 9 towns, with 129 schools. In view of the facts, new districts should be constituted, so as more equitably to distribute the labor of the commissioners.

SCHOOL DISTRICT BOUNDARIES.

The boundaries of school districts are generally defective, and but very few can be traced from the records in the town clerk's office. I think the alteration of school district boundaries should be made by the supervisor and assessors of the town in which the district is situated, where boundaries are to be altered. This is the same recommendation that I made in my last report; I know of no better plan.

UNEQUAL TAXATION.

The burden of taxation for the support of public schools is very unequally distributed among the people of this district. Therefore, I would recommend that the rate of State tax for school purposes be increased to one and one-fourth mills on a dollar; or until the rate of State tax is sufficient to maintain a good school for at least 28 weeks in our rural districts. This would be a step in the right direction. It would equalize taxation, and it would do away with much of the present injustice to tax payers, and unpleasant warfare concerning district boundaries.

NOTES.

Reports have been received from all of the districts except district No. 4, Ava.

Physiology and hygiene are taught in all of the schools in this district. Some schools have made fine progress.

The money used for library purposes should be put to some other use.

The compulsory act is a dead letter in this district.

With thanks to teachers, trustees and parents for their kindness, co-operation and liberal hospitality, and to the Department for favors received,

I am,

Respectfully yours,

J. F. HILTS,

School Commissioner.

HAWKINSVILLE, *December 3, 1886.*

ONONDAGA COUNTY — FIRST DISTRICT.

HON. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—In compliance with your request, I respectfully submit the following report of the first commissioner district of Onondaga county :

SCHOOLS IN THE DISTRICT.

This district contains 90 school districts, of which 84 have school-houses in this county, and in which are 115 teachers employed at the same time.

VISITS.

I have made 143 official visits to these schools, taken part in the final examination of three teachers' classes, two at Elbridge and one at Baldwinsville, and have made a number of visits in having school-houses repaired and in settling district boundary disputes.

LACK OF APPARATUS.

I find a lack of apparatus in many of our country schools, and not enough blackboard surface, some of them having less than 20 square feet. Since the passage of the law giving trustees the power to purchase apparatus to the amount of \$15, many trustees are willing to purchase, but there are trustees who are so penurious, or so afraid of displeasing "the district," that they will not purchase any apparatus, and teachers are obliged to work as best they can without these needed helps.

LICENSES.

I have examined 132 applicants for certificates, of which number 104 passed the required examination and were licensed. There are now in this district 130 licensed teachers, not including those holding State certificates or Normal school diplomas, divided in grades as

follows: first grade, 35; second grade, 38; third grade, 57. Some trustees complain that they have trouble in securing a teacher, but as there is a surplus in the district, I think it safe to say there is no difficulty at present. Should the standard of qualifications be raised, there might be difficulty for a little time, but it would give us a better class of applicants and would result in good to the schools. Our present standard of qualifications in this county is higher than it was one year ago, and as a result, I have had a better class of applicants for licenses, including a number of teachers who have been out of the work for some time, owing to the low wages paid for teaching.

UNIFORM EXAMINATIONS.

If a uniform standard can be secured throughout the State, by means of an examination, emanating from your office, and held in all of the commissioner districts at the same time, twice in each year, the papers to be returned to you for examination, and all persons not passing the required per cent of such examination be debarred from teaching, it would, in my opinion, be a long step toward making teaching a profession and would prevent many annoyances to which commissioners are at present subjected.

CONDITION OF SCHOOL BUILDINGS.

As a result of efforts made last year, I find the out-buildings in nearly all of the districts in good condition, and many of the school-houses have been repaired, six being thoroughly repaired and re-seated. Two new school-houses are now being built, one as a result of moral suasion, the other as the result of an order of condemnation. Others need to be condemned, but owing to the difficulty caused by the annual election of a supervisor, it has not been done.

TEACHERS' INSTITUTE.

There have been two teachers' institutes held in this district during the year. The first, a county institute, held at Baldwinsville in March, conducted by Professors Sanford and Barnes. This was a very successful institute judging from the results as seen in the schools, but it did not reach all of the schools.

The second, a district institute, was held at Liverpool, beginning December 6, and closing December 10, 1886, conducted by Professor Sanford, assisted by prominent educators of the county. In this institute, with a total registry of 119, a daily average of 114 was present, and the interest was maintained to the close. A number of trustees were present during the sessions and the opinion of the teachers, as expressed to Professor Sanford and others, was, "this is the best institute we ever attended." I consider the district institute an advance on the old plan of crowded county institutes, and an improvement that has come to stay.

PUBLIC INTEREST.

An interest in the cause of education could be awakened if public meetings were held in each school district, to be addressed by some prominent teacher or teachers of the county. Such a plan was arranged at a meeting of the educational council of this county held last winter, but for lack of proper effort was allowed to lapse. Another plan would be to cause all new school laws, together with the State Superintendent's instructions concerning them, to be printed in such numbers and form, that they could be sent to each district and be posted in at least three public places. This would keep the general public informed regarding all changes of school laws, and would invite discussion, which would tend to arouse an interest in the schools.

EDUCATIONAL JOURNALS.

Educational papers are taken by 67 of 115 teachers now engaged in teaching. I have urged the necessity of teachers reading some educational paper, and the tendency is to have not only some educational paper, but also some standard works on education.

NORMAL GRADUATES.

There are but few Normal school graduates engaged in teaching in this district. As a rule they are better fitted and do better work than teachers who have had no instruction in methods. Some Normal graduates are, for the first year or two of their teaching, too much given to their own opinion, being unable to learn any thing either by attending an institute or from persons of experience in teaching, but after that length of time spent in the work of the school-room the bubble bursts and they find that they still belong on earth.

AMENDMENTS SUGGESTED.

I would suggest the following amendments to the school law :

A law to provide for a State examination of teachers in the district schools, to be held under the supervision of the Superintendent of Public Instruction.

A law requiring all schools to have the following named apparatus to entitle them to share in the public money : An unabridged dictionary, a globe, a set of wall maps, including one of the State of New York, and one of the county in which the school-house is situated.

A law allowing the commissioner to condemn a school-house without the consent of the supervisor of the town in which it is situated.

A law requiring two privies for each school-house, suitably arranged for the separate accommodation of the sexes ; failure to comply with this requirement to work a forfeiture of the public money.

A law giving the trustee an annual salary of \$25, and requiring his attendance for one day at the institute.

Thanking you for the many favors received, I am,

Very respectfully yours,

A. J. JAQUETH,

School Commissioner.

CAMILLUS, *November 30, 1886.*

ONONDAGA COUNTY —SECOND DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction:

SIR.—In response to the request contained in your circular-letter of the 22d ult., I respectfully submit the following in addition to the financial and statistical reports which were sent to the Department September 28.

STATISTICAL.

Since the date of my last annual report a part of school district No. 3, village of Geddes, has been annexed to the city of Syracuse, and next February the remainder of that district, together with district No. 5, Geddes, No. 29 (Danforth), Onondaga, No. 2 (Brighton), Onondaga, and a part of No. 3, Onondaga, will also be annexed to Syracuse. By these changes the number of teachers will be lessened from 158 to 107. Seven towns with their 97 districts now comprise this commissioner district.

OFFICIAL VISITS ; SCHOOL BUILDINGS.

Within the year I have made 198 official visits. These visitations have revealed the gratifying facts that, in the main, teachers are doing better work than was done last year ; 11 school-houses have been thoroughly repaired, furnished with modern seats and desks and made almost as good as new ; 1 new school-house has been erected ; and in more than seven-eighths of the districts new wall maps of the United States and the State of New York have been purchased by the trustees, as have also a few copies of Webster's Unabridged Dictionary.

Appropriations have been voted for two new school-houses which will be ready for occupancy next year. This accomplished, there will remain in this commissioner district only five uninviting barracks and a score of unsightly out-houses in which the æsthetic tastes (?) and moral characters (?) of the youths of those districts are to be formed.

REASONS FOR IMPROVEMENTS.

Among the reasons why our teachers are now doing better school-work than they did last year, the following may be cited. As a rule, trustees are exercising greater care in the selection of teachers, and, in many cases, are paying better wages; monthly teachers' associations are now held in four of our seven towns; teachers' institutes, under the new law, have had a larger and much more regular attendance; nearly three times as many Normal school graduates are now employed in this district as were last year, and *all* teachers who do not hold a State certificate or a Normal school diploma have been required to pass a written examination.

CERTIFICATES.

I have licensed 220 teachers since my report of November 21, 1885, as follows: 105 have received third grade, 71 have received second grade, and 44 have received first grade licenses. About one-half of the third grade, and about the same per cent of second grade licenses were renewals of certificates previously given by me. More than 95 per cent of the teachers now employed in the schools of this district have attended some high school, academy or Normal school, where they have received special preparation for this work.

TEACHERS' CLASSES.

Last August the Regents designated three places in this district for the organization of teachers' classes — the Onondaga Academy, the Geddes High School and the Skaneateles Academy, and in each of these schools instruction has been successfully given "in the science and practice of teaching." Teachers' classes are valuable aids in the preparation of young gentlemen and ladies for teaching, and the special training they receive here is usually manifest in their schools, but in my opinion it is not advisable that commissioners indorse Regents' testimonials without examining the possessors of the testimonials in all the topics they are expected to teach.

TEACHERS' INSTITUTES.

The teachers' institute for this district was held at the academy in Onondaga Valley, beginning Monday, September 20, and continuing until Friday evening. All the schools of the district were closed during the week of the institute with two exceptions — Danforth and Onondaga Hill; 178 teachers had registered at Wednesday noon, when the enrollment of names was discontinued. The average daily attendance was 145. The prompt and regular attendance of the teachers at each session evinced their deep interest in, and their appreciation of the eminently practical instruction given by Conductor H. R. Sanford and his assistants, Professors O. W. Sturdevant, G. H. Stilwell, J. Q. Adams, H. F. Miner, Martha T.

Carr, M. L. Seymour, Ida Griffin and Superintendent C. E. White. All the work of the day sessions was done by the conductor and teachers from this commissioner district. The evenings were wholly occupied by lectures and practical talks. Dr. J. H. Hoose, of the Cortland Normal School, the principals of the Syracuse schools, Hon. A. S. Draper, State Superintendent, Professor H. R. Sanford and Chancellor C. N. Sims, of the Syracuse University, favored us with addresses. Under the "new departure" our district institute was much more profitable and satisfactory than our county institutes have been, because the number in attendance was not unreasonably large, the work done by "home talent" as well as by the conductor was of a character that could be taken into the school-room and put to immediate use; and the prominence given to class-room work and the discussions of school management were notably interesting and helpful. It was unanimously voted "that teachers' institutes are important factors in our school system, and that *this district institute* has been unusually profitable and enjoyable."

NORMAL SCHOOLS.

Ten Normal school graduates and two undergraduates are now employed in this district, eight of whom are in the union schools and academies. The excellence of their work is very noticeable. I have this year recommended seven applicants for appointments to Normal schools, and it is more than probable a larger number will apply for appointments next year. Could the direct influence of these institutions of learning reach the ungraded schools to a wider extent, Normal schools would be better known, and those who now complain about heavy taxes for the support of such schools would have less cause for complaining.

EDUCATIONAL LITERATURE.

About 80 per cent of the teachers in this district are taking some educational work or works. The *Educational Gazette*, the *Teachers' Institute*, and the *School Journal of New York* are the general favorites. *Johonnot's Principles and Practice*, *Page's Theory and Practice*, *Payne's Lectures* and *Sully's Psychology* are also read quite extensively.

NEEDED AMENDMENTS TO THE SCHOOL LAWS.

1. *Trustees of common district schools should be elected for a term of three years and they should receive pay for their services.* The too frequent changes of trustees and the consequent too frequent changes of teachers seriously impair the utility of schools and the usefulness of teachers.

2. *The State tax for the support of schools should be fixed at its original one and one-fourth mills.* This additional State aid would, in a measure, equalize the local rate of taxation for schools

and would stimulate trustees, even in weak districts, to pay competent teachers fair wages.

3. *School commissioners should not be permitted to grant certificates to teachers who did not attend the entire session of their last county or district institute*, unless satisfactory reasons for non-attendance can be given. The instruction given at these institutes is especially adapted to the needs of those who are to teach in our common schools and is one of the most efficient means for raising the standard of teachers' qualifications. Those who have greatest need of institute instruction are usually the most irregular in their attendance.

4. *The jurisdiction of school commissioners should be made more nearly equal*. There cannot be efficient school supervision where a commissioner's district embraces 100 schools. By re-districting the State the utter impossibility for such attention as should be given by commissioners to schools might be partially obviated.

5. *The changes in the boundaries of school districts should be made by the supervisor and assessors of the town in which the aggrieved party resides*. The perplexing investigations and settlement of district boundaries could be more intelligently and satisfactorily made by the town officers named, than by a commissioner whose jurisdiction extends over 200 or more schools.

Thanking school officers and teachers for their hearty co-operation, and the Department for courteous attention to my communications, I am,

Very truly yours,

E. B. KNAPP,

School Commissioner.

SKANEATELES, November 15, 1886.

ONONDAGA COUNTY — THIRD DISTRICT.

HON. A. S. DRAPER,

Superintendent of Public Instruction :

SIR. — In compliance with the request expressed in your circular-letter of October 22, I respectfully submit the following report :

SCHOOLS IN THE DISTRICT.

There are in this commissioner district 104 school districts and parts of districts, 100 of which have their school-houses within the limits of this county. In these schools, two of which are union free schools, 128 teachers are employed at the same time. By comparing my abstract of trustees' reports of 1886 with that of 1885, I find a decrease of 140 children of school age residing in the district; also a decrease of 166 in the number of pupils who have attended school, but an increase of a little over 60 in the average attendance.

OFFICIAL VISITS — IMPRESSIONS RECEIVED.

I have made 179 official visits during the past school year. The impressions I have received from visitations and other sources have led me to believe that the schools in this district are slowly but steadily improving. Several facts confirm this statement. The trustees of the union and graded schools exercise greater care than formerly in selecting teachers for the primary and intermediate grades. Many of them seem to have thought that having secured a thoroughly competent principal, it was of little consequence who taught in the lower grades. The village schools now have, with very rare exceptions, excellent teachers in all their departments. Many of the country schools have been provided during the last school year with new and large blackboards, and more than three-fourths of them with a large map of the State of New York. As far as I have been able to learn, few trustees have been criticised for purchasing the map. While this proves the recent law, giving trustees power to expend \$15 for school apparatus, a wise enactment, it also bespeaks, though perhaps in a slight degree, a growing interest in our schools.

I noticed during my summer visits that more teachers than ever before were profiting by the advice, following the suggestions and employing the methods given at the institute.

Fewer attempts have been made by trustees to so bargain with teachers that they might not be obliged to pay them for their time while at the institute. I have ascertained that a larger number of teachers are reading educational papers this year. While I take pleasure in referring to the above facts, truth compels me to say in this connection, that in many of the districts lying near Syracuse, and the large villages, little interest is taken in the schools by the wealthier and more intelligent inhabitants. Many of this class appreciating the value of a thorough education, and fully aware of the superior advantages of the city and village schools, send their children to them. Districts can still be found in which the people seem to have but a slight perception of the value of an education, and a faint idea of the effect of improper out-buildings upon the morals of the young.

LICENSES.

I have licensed 142 teachers; 14 received first grade, 54 second grade, and 74 third grade; 31 persons have been examined who have not been licensed. The commissioners continue to act jointly in the matter of preparing questions, thereby securing a uniform standard throughout the county.

SCHOOL BUILDINGS.

At La Fayette a new school-house is in process of erection; \$800 has been raised by the district, and \$500 more will be required to complete it. A few school-houses have received needed repairs. Regard for decency and good morals have compelled me in one instance to order the building of a new out-house.

TEACHERS' INSTITUTES.

An institute for the county was held last spring at Baldwinsville. I have spoken of the good results following it. One for this commissioner district was held at Fayetteville during the last week of October, conducted by Professor Henry R. Sanford. One hundred and twenty-six teachers registered. The average attendance was between 113 and 114. Dr. J. H. Hoose, of Cortland; Professor O. W. Sturdevant, of Onondaga Valley; Superintendent C. E. White and Professor George Stilwell, of Geddes; Principals Charles Plumb, George E. Bullis, C. C. Curtis and Professor W. R. Alsever, of this district, cheerfully responded to our invitation to assist, and rendered valuable aid. Fears in regard to the success of a district institute in this commissioner district, if there have been any, are all dispelled. I know of but two schools in the district that were in session during the week. The large attendance, the absence of adverse criticism, the hearty support given by leading teachers of the district, and the good work accomplished by them; the freedom to ask questions, allowed by instructors, and exercised by teachers; the comingling of all grades of teachers (an occurrence not often witnessed at our county institute); and the free interchange of thought and opinion, all confirm me in the belief that for us, at least, the district plan is the better one.

NORMAL SCHOOLS.

The country schools receive but little direct benefit from the Normal schools. But one Normal school graduate taught a country school in this district during the past school year. A few of them are found in the village schools, and their work compares favorably with other teachers. I have observed that after graduation, if they cannot secure a position in one of the larger schools, instead of teaching a country school they often seek other employment. The fact is, after persons have spent the time and means required to obtain a Normal school diploma, they cannot afford to teach a country school. And that young man who has secured the training given in these schools, and has no higher ambition than to teach school for \$6 or \$8 a week, lacks some of the essential qualifications of the successful teacher.

TEACHERS' ASSOCIATION.

Last spring a teachers' association was organized for the towns of Pompey, LaFayette and Fabius. Two meetings have been held, and the teachers of these towns have taken a lively interest in them. Evening sessions are held, and an address or lecture delivered, hoping in this way to draw in the people, and increase their interest in the cause of education. December 11 an association will be formed by the teachers of Manlius. A year hence I hope to report a like organization in the remaining two towns.

SUGGESTIONS.

The following amendments to the present school law I think desirable:

1st. Questions prepared, and licenses to teach issued by the Department of Public Instruction. I believe this is the shortest route to a high and uniform standard of qualification in the State.

2d. Giving commissioners sole power to condemn school-houses; then more poor school-houses will be condemned.

3d. Withholding teachers' quota from districts whose schools do not close during the session of an institute. The penalty is now so light that it does not prevent a violation of the law.

4th. An increase of State tax for schools.

To secure thoroughly trained teachers would be a heavy burden upon some districts. While we may confidently expect that our country schools will advance somewhat in keeping with the progressive spirit of the age, it is idle to hope for any great improvement with our present State aid.

Thanking you for favors received, I remain,

Very respectfully,

H. D. NOTTINGHAM,

School Commissioner.

MANLIUS, *December 1, 1886.*

ONTARIO COUNTY — FIRST DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction:

SIR.—In compliance with your request of October 22, the following special supplementary report is respectfully submitted:

SCHOOL DISTRICT MATTERS.

The 89 single and 12 joint districts under my supervision are situated in the towns of Farmington, Geneva, Gorham, Hopewell, Manchester, Phelps and Seneca.

School district No. 14, Farmington, will hereafter be designated and known as school district No. 10 of said town, having been, in August last, changed by order to said number, and which prior thereto designated the district dissolved and its territory apportioned to adjoining districts in October, 1885.

I made alterations in February last, in the boundaries of districts Nos. 11 and 14, Farmington, and No. 11, Manchester, by which portions of the first-named districts were included within the boundaries of district No. 11, Manchester. Also latterly, in the boundaries of

district No. 7 and No. 11, Seneca, whereby the territory of No. 7 is enlarged. The prescribed boundaries of districts should thereby be established and not subjected to alterations by the purchase of property contiguous to the freehold which, under existing laws, is a fruitful source of annoyance and trouble in the districts affected.

District No. 1, Geneva, is highly favored in its educational advantages, having within its boundaries Hobart College, and four private schools, besides the classical and union school, organized under a special act, and is second to none in the State. It also has a high school and three branch school buildings. Twenty-two teachers in all were employed for 40 weeks. There were, upon the 30th of June last, 1,786 persons of school age residing in the district, 398 attended private schools, and 1,094 were registered as having attended the public school, which had of resident pupils an average attendance of 742.735. Of the 54 foreign pupils who attended this school, there was an average attendance of 28.479.

School district No. 8, Phelps, contains a classical and union school which is under excellent management. Has one building. Seven teachers were employed for 40 weeks. Of the 403 persons of school age residing in this district upon the 30th day of June last, 340 were registered as having attended the public school, which had an average attendance of 198.547 resident pupils, and of foreign pupils an average attendance of 15.278 upon a registry of 31.

The village schools in Clifton Springs employed 5 teachers, Shortsville 3, Gorham 2, Stanley 2, Hall's Corners 2, Seneca Castle 2, Orleans 2, Manchester 2, and Port Gibson 2. District No. 10, Manchester, and No. 5, Geneva, employed each 2 teachers. In each of the remaining districts 1 teacher was employed.

Upon the 30th of June last the trustees' reports for the common schools of the several above-named villages showed that there were 1,365 persons of school age residing therein. Of these 1,062 were registered as having attended school some portion of the school year, and had an average attendance of 612.810.

The remaining districts, with 3,934 persons of school age, registered 2,871 and had an average attendance of 1,500.334.

STATISTICAL.

The number of children in the whole district of school age, the number registered as having attended school some portion of the school year, and the average daily attendance for the years 1885 and 1886 are given in the following table:

| | Number of children of school age. | Number registered. Resident pupils. | Foreign pupils. | Total. |
|-----------|--------------------------------------|--|--------------------|--------|
| 1885..... | 7, 654 | 5, 249 | 188 | 5, 437 |
| 1886..... | 7, 488 | 5, 367 | 185 | 5, 552 |

Average attendance :

| | Resident pupils. | Foreign pupils. | Total. |
|-----------|---------------------|--------------------|------------|
| 1885..... | 3, 049.986 | 73.808 | 3, 123.794 |
| 1886..... | 3, 054.426 | 88.344 | 3, 142.770 |

The average age of pupils who attended school during the winter term was $10\frac{1}{6}$ years.

The aggregate salary paid the teachers in district No. 1, Geneva, was \$8,960.50 ; in district No. 8, Phelps, was \$3,088.70 ; in the several village schools mentioned was \$7,404.93, and in all of the remaining districts was \$18,073.80.

The entire cost of maintaining the school in district No. 1, Geneva, was \$11,606.09 ; in district No. 8, Phelps, was \$4,256.06 ; in the other village schools was \$11,964.08, and in all of the remaining districts was \$23,000.15.

The amount of public money received from the State in districts No. 1, Geneva, and No. 8, Phelps, which are the villages of Geneva and Phelps, was \$4,165.35, in the several other villages was \$2,797.25, and in the rural districts was \$9,159.41.

With the superior advantages afforded in the high schools of the first named districts, the cost per pupil registered therein was \$10.61 and \$12.52 respectively per year ; in the several other village schools was \$11.27 (which, less the extraordinary expenses of \$2,000 for new buildings in Hall's Corners and Shortsville, reduces the cost per pupil in these schools to \$9.38), and in the rural districts was \$8.01 ; or in the first named high schools an average cost of $\frac{2}{10}$ per centum ; in the other village schools a trifle over $\frac{3}{10}$ per centum, (or upon the second basis of computation as above is a trifle over $\frac{2}{10}$ per centum) and in the rural districts a trifle over $\frac{1}{10}$ per centum upon the assessed valuation of property therein.

The average time school was taught during the year in the village schools outside of Geneva and Phelps was 36.5 weeks ; in all of the remaining schools was 32.9.

THE TOWNSHIP SYSTEM.

I believe that, under a township system, whereby the trustees of the several districts (who shall be elected and have jurisdiction over the district organization as now) could meet as a board and decide upon some plan of action, which could be made effective by the executive officers — the secretary or president of the board for the whole town ; the difficulties which so sorely perplex trustees would be overcome, as the secretary who, as well as every other member of the board, should be paid for services rendered and time spent in the discharge of their official duties, would be expected to compile the entire data of the annual report. The money for the payment of teachers' wages should be raised by a town tax, of which the supervisor should be the custodian, which, with the public moneys from

the State (of which he is now the treasurer), would enable teachers to receive their pay as soon as earned, if desired, and protect the districts from the losses which so often occur.

The advantages of such a unit system of management for the schools of the town would cost no more than is at present expended for their maintenance under the numerous disadvantages which now encumber us by the various ideas of school management that are so different in every district, which could, by meeting, be harmonized into an active agency for the improvement of the schools.

The commissioner could be present at their meetings, and with them ingraft into their plans such ideas as would enable them and him to work understandingly and in accord, thereby making a system of work, not only for a single town, but for the entire commissioner district, which would prevent the many sins of commission in making out the annual trustees' reports; and after, at the town clerk's office, where I have annually to receive, and where necessary to correct the same, met the trustees of the several districts of the various towns, found, after all their painstaking, that they were in many instances incorrect. The legal duties of the trustees would, in effect, for their districts be the same as the supervisor for his town, who is not in the least disadvantaged for the better discharge of the duties of his office by having met with the board of supervisors of the county.

As an evidence of what advised effort does, is the general admission that in districts having but one trustee and he continued in office for several successive years, better and more effective work is done than can be where one unfamiliar with the duties of the office is elected every year, beside avoiding many disadvantages which are incident to our present trustee system.

Among the many advantages of the proposed township system might be named the continuance and more permanent terms of service of successful teachers, which would make better schools, and would thereby detain at the home school many who now seek better educational advantages abroad, which would make, by such retention, a large average attendance and consequently reduce the rate of local taxation. The board could also engage the best talent before the time of holding the annual meeting for the election of officers, which by delaying until after, with the uncertainty of an engagement, deprives the district of the services of such who are always in demand, and whose services are secured for districts in which there are three or more trustees.

A prescribed course of study could be enforced, which, with the proper use of the school register for the data of advancement and proficiency of the pupils in their several branches of study, and the certificates for pupils that form a record for the district, and for the pupils receiving the certificates, for their parents or guardians, and for temporary use in other districts in which they may subsequently attend school. I have used the following form :

BE IT KNOWN, that, a pupil in School District No., Town of, Ontario County, has passed a thorough examination to the page designated in the branches named below, as follows :

| NAME OF TEXT-BOOK. | To page or subject. | Standing in scholarship. | |
|--------------------|---------------------|--------------------------|----------------|
| | | | |
| | | | Days of term. |
| | | | |
| | | | Days attended. |
| | | | |
| | | | |

And the undersigned would advise that the person herein named should begin in the grade warranted by the proficiency as shown above, in resuming the study of the above-named branches.

....., Teacher.

....., Trustee.

No.... Date.....

} Examining Committee.

With the register of the preceding school term, and with any certificates which may be presented by the pupils of other districts, the teachers of no district of the commissioner district or county in which this system is in vogue need start the pupil unadvisedly at the beginning of a succeeding term. Such a course of study should not be intended exclusively to fit pupils for the high schools, but should be so arranged in order to meet the wants of the mass of pupils, that at whatever age a pupil is forced to leave school, he may at that time have received the best possible preparation for life and citizenship consistent with his stage of advancement.

EXAMINATIONS AND LICENSES.

Between the 20th of November, 1885, and November 20, 1886, 151 persons were examined for teaching, of whom 111 were licensed. Of these, 8 were first grade, 45 were second grade, and 58 were third grade. Several have begun the examination for the State certificate.

I keep such a record of all persons examined as is indicated upon the following blank slip :

Name.....; post-office address.....; age.....; number of terms taught.....; educated at.....; grade of last license.....; given by.....; expires... ..; intend to teach in... ..; district No ..., town of; date term begins.....; grade of license given.... ..; license expires.....

Reading....; punctuation....; penmanship....; use of capitals.....; spelling....; English grammar....; arithmetic....; United States history....; geography.....; word analysis.....; methods.....; civil government.....; physiology.....; pronunciation. ...; algebra.....; school law.....; theory and practice.....

INSTITUTE ATTENDANCE.

| | | | | |
|------|----|------|-----|-------|
| ———— | to | ———— | 188 | days. |
| | “ | | “ | “ |
| | “ | | “ | “ |
| | “ | | “ | “ |
| | “ | | “ | “ |
| | “ | | “ | “ |

The following to detach and send standing to candidate where desired :

Name.....

PER CENT PASSED ON EXAMINATION.

Date.....
Reading....; punctuation.....; penmanship,....; use of capitals, etc.....; spelling....; English grammar....; arithmetic....; United States history....; geography.....; word analysis.....; methods.....; civil government. ...; physiology....; pronunciation.....; algebra....; school law ...; theory and practice.....

Required standing in all of the above, 75 per cent for the lowest grade of certificate. Experience and the higher standing determine the kind of higher grades given.

The “State Reading Circle” has 32 members in this district, and interest in it is increasing. Have held two examinations therein during the year.

CONCERNING TEACHERS.

The number of teachers teaching at the same time during 28 weeks or more of the past year was 130; the whole number of different teachers was 180.

Of these 4 held State certificates, 5 Normal diplomas, 171 were licensed by the local officer.

Of the whole number of teachers employed during some portion of the school year, 42 were males, and 138 were females.

The teachers have generally been successful in their work. A number who were mere novices in teaching did very well, but realizing their need of more knowledge in methods are now attending schools in which are teachers’ classes, and some of them the Normal schools, and will, with their natural ability to teach, by taking a professional course of instruction and practice, make excellent teachers, while a few failed outright; others who showed very little ability and no interest in their work were not re-licensed.

NORMAL SCHOOLS.

Several undergraduates of the Normal schools have spent one term in teaching during the year, and did good and acceptable service.

The Normal schools are growing in favor. Several persons from this district are taking an academic course therein. Have recommended two Normal students to Geneseo, two to Cortland, and one to Brockport.

CORNELL SCHOLARSHIPS.

The quota from this county for the Cornell free scholarship was filled by the successful competitors in the examination held in June last by Commissioner Aldridge and myself.

SCHOOL BUILDINGS.

There are 90 school-houses in this district, of which 53 are wood, 30 brick, and 7 stone. The most of them, together with the out-buildings, are in good condition. Several that are not, can easily and will, as soon as the times are a little better, be made so by painting, refurnishing with new seats, and otherwise refitting.

In districts Nos. 2, 13 and 16, Gorham, No. 4, Hopewell, No. 13, Manchester, and No. 20, Phelps, new school-houses are needed.

In the last-named district at the annual meeting such action was taken as will secure to the district a new building during the present school year. A change of site in said district, to contain one acre, will be made as the result of a special meeting held for that purpose.

The exterior of the school-house in district No. 4, Seneca, has undergone thorough repairs, and the interior will receive like treatment during this school year.

The school-house in district No. 2, Manchester, is nicely located in the finest (with one or two exceptions) grove of shade trees in this commissioner district, and has been made as good as new by thorough repairs, in painting, papering, and furnishing with a new stove, new seats, maps, etc. A just pride is felt in this district that within a few years the number of children attending school has increased from 2 to 30, and that the school, its buildings and grounds rank among the best.

The school grounds in district No. 12, Seneca (Hall's Corners), were enlarged by the addition of one-half acre of land, the gift of Edward Dixon. A well has been dug thereon. The brick structure has been doubled in size by the (brick) addition of a room for the primary department, and the refitting and refurnishing of the whole with a new steam-heating apparatus, and new seats, at an expense of about \$1,000, make it throughout as good as new.

In school district No. 7, Manchester (Shortsville), a magnificent two-story brick building has lately been completed, costing about \$10,000. The building is finished and furnished throughout in the best style, supplied with spacious halls and staircases, pleasant, light and well ventilated school-rooms, heated with steam. The basement underneath the whole building is finished with a concrete floor thoroughly underdrained, is well lighted, high, and besides containing the steam boilers and cistern, furnish the school with a comfortable

and spacious gymnasium. The school grounds contain two acres, the front being well covered with maple trees, forming a beautiful grove in summer. The one acre in the rear of the building is used for the out-buildings (and as should be upon all school premises, are separated and upon opposite sides of the ground) and for the "play grounds."

The grounds cover a gentle eminence in the outskirts of the village, and adorned by the new building, form a public feature of which the citizens may justly be proud.

Though the last-mentioned buildings were constructed with an idea to durability, proper sanitary provisions and comforts, they are model buildings which, with their large school yards nicely graded, and pleasant surroundings, bespeak the enterprise and determination of the people of these respective localities to make educational progress and first-class schools the leading object of their united efforts.

Both of the above buildings were dedicated with exercises of singing, reports, and addresses; the former, by Aaron Rippey, the commissioner, and Dr. Noah F. Clarke; the latter, by F. L. Brown, Esq., the undersigned, Principal McLean, of the Brockport Normal School, and Hon. A. S. Draper, Superintendent of Public Instruction.

VISITS.

From November 20, 1885, to November 20, 1886, I made 284 visitations to the schools under my supervision. I have endeavored to raise the standard of teaching, and the fact that the average attendance of pupils has been increased, and that there have been so many persons who have become, from the prescribed term of experience, eligible, and have taken the examinations for a State certificate, and secured it, coupled with the fact that so many teachers have been successful in their work, leads me to think that this purpose has been largely attained.

TEACHERS' ASSOCIATION.

Our county teachers' association has become a strong and helpful social and intellectual means of improvement to our teachers as well as to the people in the locality in which the meetings are held, besides promoting a healthful public interest in educational advancement.

Two largely attended meetings were held in Phelps and Orleans respectively, being in alternation with similar meetings in the western district.

TEACHERS' INSTITUTE.

A district institute of one week beginning September 13th was held in the union school building, Geneva, with Professors H. R. Sanford and E. Belknap as instructors, who, by the methods suggested in their course of instruction, fully illustrated and proved the need of skill and experience together with a general amount of knowledge as necessary to the success of a teacher. Evening lec-

tures were given by Professors Sanford, Belknap and Stowell of the Cortland Normal School, which were both interesting and instructive. Friday afternoon Professor Stowell gave an illustrated exercise in physiology. Deputy Superintendent Hon. Charles R. Skinner spent the whole of the day and evening Tuesday with us, and, in an able address, assured the teachers that the Department would heartily co-operate with them in every laudable effort which will benefit them and improve and better the condition of the schools.

The music furnished by several of the teachers of Geneva during the sessions and by Mrs. Clapp's class of young ladies and others at the evening sessions was excellent and added greatly to the pleasure and enjoyment of the occasion.

There were 142 teachers registered, and an average daily attendance of 112.

The whole number of terms the 142 teachers registered had taught was 1,479.

The average number of terms such teachers have taught was 10.415.

We held our examinations for teachers' certificates in August last, so that none who attended the institute did so to learn the result of the same, but were unincumbered and free to devote the whole of their thought and attention to the legitimate work of the sessions. The regular attendance, the interest manifested and the favorable remarks of teachers, and others whose incidental attendance was noticed, respecting the experimental session of our district institute, confirm and strengthen my own impressions of the success of the new departure, which should be the established practice of holding institutes in counties so large as this. There are so few, comparatively, of our teachers who can have the benefit of Normal school instruction that if so much as is possible of the instruction at institutes could be given by the members of the Normal school faculties, it would do more to create an interest in and secure successful results from institute instruction than ever yet have been realized ; besides such would tend to establish improved and uniform methods of instruction and to convince the public of the real nature of our Normal schools and system of "public instruction," of which we should not be satisfied to have said is good enough, but use all of the means at hand that it may truthfully be said it is the best possible.

Thanking the Department for courtesies extended and favors received, I am,

Yours, very respectfully,

GEORGE V. CHAPIN,

School Commissioner.

CHAPINVILLE, *December 4, 1886.*

ONTARIO COUNTY — SECOND DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR. — In compliance with your request, I respectfully submit my second annual report :

My whole time and attention have been given to the varied and arduous duties incident to the office of school commissioner, regardless of stormy weather, bad roads and personal convenience.

VISITS.

During the year, 215 official visits and 55 other visits in the several departments of the union and graded schools have been made.

School boards and trustees have manifested a deeper interest in school matters, and with but few exceptions have been exceedingly fortunate in the selection of teachers. The schools, as a whole, have been well managed and thoroughly taught.

School interests would be better served in many respects if a sole trustee were elected for two or three years; if the law permitted him, as it should, to collect ten or fifteen dollars each year for his services, so that better men in some localities would be willing to serve; and if all contracts between trustee and teacher were required to be in writing and approved by commissioner's signature before becoming valid.

SCHOOL BUILDINGS AND APPARATUS.

No new school buildings have been erected during the year, but several have been repaired thoroughly and painted.

A large number of schools have been supplied with new maps and dictionaries, and a few with the best reading charts and encyclopedias.

Much has also been done in hanging window shades and pictures, thus making the school-rooms more attractive.

STATISTICAL.
Table showing what this commissioner district comprises; also giving general statistics desired by you.

| TOWNS. | Districts having build- ings in this county. | Districts having build- ings in other counties. | Value of buildings and sites. | Assessed valuation of taxable property. | Number of teachers teaching 28 weeks. | Whole number of dif- ferent teachers. | LICENSED BY. | | | Pupils between 5 and 21. | Number of resident pupils in school. | Average attendance of resident pupils. | Amount of public money apportioned. | Teachers' wages. |
|----------------------|---|--|----------------------------------|--|--|--|---------------|-------------|---------|-----------------------------|---|---|--|------------------|
| | | | | | | | Commissioner. | State Supt. | Normal. | | | | | |
| Bristol..... | 12 | ... | \$6,130 | \$890,803 | 12 | 20 | 20 | ... | ... | 390 | 338 | 199,835 | \$1,271 | \$2,229 |
| Canandaigua..... | 20 | ... | 78,605 | 6,833,596 | 36 | 47 | 45 | 1 | 1 | 2,575 | 1,355 | 934,417 | 4,817 | 11,521 |
| Canadice..... | 9 | 3 | 4,590 | 466,630 | 9 | 17 | 17 | ... | ... | 253 | 168 | 99,304 | 825 | 1,460 |
| East Bloomfield..... | 11 | ... | 14,600 | 1,801,959 | 14 | 24 | 19 | 3 | 2 | 689 | 475 | 297,723 | 1,590 | 4,537 |
| Naples..... | 14 | 2 | 30,900 | 927,373 | 20 | 33 | 33 | ... | ... | 858 | 686 | 454,401 | 2,223 | 4,723 |
| Richmond..... | 10 | ... | 11,400 | 1,012,271 | 14 | 18 | 18 | ... | ... | 520 | 407 | 255,940 | 1,485 | 3,397 |
| South Bristol..... | 12 | ... | 6,245 | 394,653 | 12 | 23 | 23 | ... | ... | 396 | 321 | 187,410 | 1,229 | 2,023 |
| Victor..... | 11 | 3 | 27,500 | 2,131,023 | 13 | 16 | 11 | 2 | 3 | 775 | 562 | 315,669 | 1,616 | 4,777 |
| West Bloomfield.. | 8 | 1 | 8,250 | 1,142,534 | 9 | 13 | 13 | ... | ... | 482 | 336 | 208,528 | 1,086 | 2,294 |
| | 107 | 9 | \$118,220 | \$15,600,842 | 139 | 211 | 199 | 6 | 6 | 6,938 | 4,648 | 2,953,227 | \$16,145 | \$36,965 |

LICENSING OF TEACHERS.

Some inconsistencies seem to exist in the licensing of teachers. A college graduate can be licensed but three years by a commissioner, no matter what his teaching record may have been, while a graduate from a limited Normal course, without previous teaching experience, is licensed for life, and all Normal graduates, regardless of courses of study pursued and completed, are alike licensed for the same time.

I have no desire to find fault, but believing in fair play, I respectfully suggest that any gentleman or lady having completed a liberal college course, and having taught a sufficient length of time to prove the fitness of either, should, upon presenting proofs, be licensed by the State for life, without examination. There are many of this class principals of our union and large graded schools.

EXAMINATIONS.

Six teachers' examinations of two days' each, three in March and three in August, were held at accessible points. Twenty questions on each of ten subjects were given and supplemented by questions on methods. All proper candidates passing 75 per cent were granted third grade; 80 per cent, with successful teaching experience, second grade; and all successful teachers passing 90 per cent in all subjects, the first grade.

STATE CERTIFICATES.

My convictions are that a large number of common school teachers with limited means could be induced to take up the studies required, prepare for and pass the State examinations, if five years, instead of three, could be given in which to pass.

TEACHERS' INSTITUTE.

Our institute session in main school building, Canandaigua, beginning September 20th last, was a perfect success in all respects.

Changing from county to district institutes, as advised by you, is a long stride in the right direction. The improved registry blanks and certificates of attendance furnished by the Department saved much labor, and were instrumental in securing the best possible attendance. The instruction given by Dr. J. H. French, conductor, Dr. Chas D. McLean, of Brockport, and Dr. N. T. Clarke, of Canandaigua, was all of a high order, exceedingly practical, and of great value to all teachers. The music, so ably conducted by Principal W. N. Boynton, of Victor, was an important and enjoyable feature of the session.

Your visit was of great interest and pleasure to all, and we hope to see you at our next institute. Principal L. N. Beebe and his faithful teachers did every thing possible for our comfort and enjoy-

ment during the entire session, and their untiring efforts were fully appreciated.

Thanking you for your prompt assistance whenever solicited,
I am,

Yours respectfully,

ALBERT C. ALDRIDGE,
School Commissioner.

VICTOR, *December* 10, 1886.

ORANGE COUNTY — FIRST DISTRICT

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—The following report, made in compliance with your circular-letter of October 22, is respectfully submitted :

SCHOOLS IN DISTRICT.

The first commissioner district of Orange county is composed of the towns of Blooming Grove, Cornwall, Highlands, Monroe, Montgomery, Newburgh and New Windsor, comprising 74 school districts and parts of districts, 69 of which have school-houses situated in this county.

STATISTICAL.

The following tables compiled from the commissioner's abstracts for the year ending August 20, 1886, and for the year ending September 30, 1882, give a partial view of the condition of the schools under my supervision and of the progress made during the last four years :

Receipts.

| | 1882. | 1886. |
|-----------------------------|--------------------|--------------------|
| Amount on hand..... | \$3,337 90 | \$3,626 10 |
| Apportioned from State..... | 13,827 45 | 13,528 72 |
| Raised by tax..... | 29,601 25 | 33,659 34 |
| Other sources..... | 803 75 | 1,814 73 |
| Total | <u>\$47,570 35</u> | <u>\$52,628 89</u> |

Payments.

| | 1882. | 1886. |
|---|--------------------|--------------------|
| For teachers' wages | \$31,921 57 | \$36,097 62 |
| For libraries and school apparatus..... | 364 13 | 289 20 |
| For school-houses and sites..... | 9,499 08 | 9,251 43 |
| For incidental expenses..... | 3,571 13 | 3,899 17 |
| Remaining on hand..... | 2,214 44 | 3,091 47 |
| Total | <u>\$47,570 35</u> | <u>\$52,628 89</u> |

| | 1882. | 1886. | Increase. | Decrease. |
|--|-----------|-----------|-----------|-----------|
| Number of teachers employed at the same time for 28 weeks or more..... | 94 | 100 | 6 | |
| Number of children of school age | 8,294 | 8,330 | 36 | |
| Aggregate number of weeks school was kept..... | 2,610 3-5 | 2,649 2-5 | 38 4-5 | |
| Aggregate number of days' attendance..... | 475,302 | 544,375 | 69,073 | |
| Average daily attendance | 2,461.062 | 2,807.025 | 345,963 | |
| Number of volumes in libraries..... | 8,232 | 7,873 | ..... | 359 |
| Value of school-houses and sites | \$93,064 | \$113,699 | \$20,635 | |

During the past year the average time the schools were in session was $38\frac{2}{5}$ weeks. The average number of children attending school for each teacher was 52. The average daily attendance per teacher was 27. The average number of children of school age for each district was 121. The average assessed value of property per district was \$157,501. The average rate of local tax for all school purposes was a little more than three-tenths of one per cent. The amount of tax for teachers' wages averaged \$4.39 for each pupil attending school.

The size of sites varies from 4 rods to 2 acres. Sixty-five districts own sites whose aggregate value is reported at \$22,815, averaging \$315 each.

CONDITION OF SCHOOL BUILDINGS.

There are 71 school-houses in this district, valued by trustees at \$90,884, averaging \$1,280 each. Fifty are framed, 12 are brick, and 9 are stone buildings. Nearly all of them are comfortable and convenient. Many of them are excellent buildings, suitably furnished, and evincing in their construction a regard for sanitary considerations. It is gratifying to state that, in the districts where it is most needed, there is such an awakened interest in the matter of providing suitable accommodations for public instruction, that it is reasonable to hope that, in a short time, the very few discreditable school-houses that still remain will be replaced with better buildings, without the need of further legislation or of any action by the Department.

VISITS AND OBSERVATIONS.

One hundred and thirty-nine official visits were made during the past year. The impressions derived from these visits satisfy me that, with some exceptions, the schools of this district are advancing. As evidences of progress may be mentioned a growing desire on the part of teachers to render themselves better qualified for their work, greater regularity in attendance on the part of pupils, and increased public interest in educational affairs as evinced in the improvement of school-houses and their surroundings.

LICENSES.

The whole number of teachers employed during the past year was 128. Of these, 40 are males, and 88 females. Eight were licensed by

State Superintendents, 12 are graduates of State Normal schools, and 108 were licensed by the commissioner; 84 remained in the same positions for 28 weeks or more, 45 have been retained in the same schools for a series of years. The growing disposition on the part of trustees to retain the same teachers for several terms affords encouraging evidence of an increasing appreciation of the disadvantages of frequent changes of teachers. The uncertain tenure of their position has been one of the difficulties in procuring amply qualified teachers in certain districts.

During the year, 110 certificates of qualification were issued; 12 of the first, 68 of the second, and 30 of the third grade. Six public examinations of applicants for certificates were held. The examinations, like those of former years, were written and were rigid with special reference to the most important subjects.

STATE CERTIFICATES.

For the past three years some of the best qualified and most successful experienced teachers have been encouraged to attend the examinations for State certificates. The results of their attendance have been very gratifying. Eight have successfully completed the examinations in all the subjects and have received State certificates. Others have received certificates of standing in the several subjects in which they succeeded in meeting the requirements prescribed.

TEACHERS' INSTITUTE.

The teachers' institute held at Newburgh, August 30 to September 3, inclusive, was an emphatically profitable one. The number of teachers registered was larger, and the attendance more regular than in any former year. The exercises were conducted by Dr. John H. French and Professor L. B. Newell.

Although the purposes and results of institutes are undeniably good, there is much objection on the part of nearly all trustees to the law requiring all schools in the county to be closed during the session of the institute, and on the part of tax payers generally to paying teachers their wages while in attendance. The action of the Department in arranging for more class-room work, and for teachers to take part in the exercises, seems to meet with favor, and can scarcely fail to be productive of good results. The necessity for smaller institutes in this county is, however, not fully apparent, as at only 2 of the 31 institutes that have been held has the number of teachers in attendance exceeded 200. If we would make our institutes of the highest possible advantage in our work, every exercise should be valuable; no time should be lost in useless digressions, and no subject not of practical value to our schools should be introduced.

PRAISE TO TEACHERS.

The teachers in this district deserve much praise. As a class, they are devoted to their work, and labor faithfully and intelligently for

the advancement of their pupils. Many of them are young, but they are generally fair scholars and earnest workers, willing to receive and ready to act upon suggestions for the improvement of their schools. A majority of them read educational journals, and nearly all of them keep abreast of the times.

NORMAL GRADUATES.

Public sentiment in regard to State Normal schools is unchanged. While they are generally regarded as not accomplishing fully the work for which they were established, it cannot be denied that they have furnished many excellent teachers. Their graduates are usually sought after, and generally exhibit better methods of teaching and more skill in management, but no stronger desire for improvement, or greater zeal in their work than are evinced by teachers who have been educated in other schools.

AN EARLIER DATE FOR SCHOOL MEETINGS.

The experience of another year confirms the correctness of the opinion expressed in my last report, that it is desirable to hold the annual school meetings at an earlier date, in order that incoming trustees may have more time before the commencement of the fall term to employ teachers, and to make such repairs as they may be authorized to make.

Permit me again to tender my thanks to the Department for its uniform courtesy.

DAVID A. MORRISON,
School Commissioner.

MONTGOMERY, *November 30, 1886.*

ORANGE COUNTY — SECOND DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR. — In compliance with the request contained in your circular of October 22, I respectfully submit the following, in addition to my financial and statistical reports forwarded some time since :

NUMBER OF DISTRICTS AND SCHOOLS.

The second commissioner district of Orange county comprises 11 towns, in which there are 118 districts and parts of districts, 5 of which have school-houses in other counties. In the 113 schools in my district there are 206 departments, in which a teacher was employed for 28 weeks or more during the last school year.

STATISTICAL.

The following comparison of summaries of important items contained in the abstracts of trustees' reports for the two school years, ending respectively August 20, 1885, and August 20, 1886, will be of interest:

| | 1885. | 1886. |
|--|--------------|--------------|
| Apportionment of public moneys..... | \$27, 956 28 | \$29, 812 12 |
| Raised by tax..... | 50, 951 65 | 56, 373 22 |
| Paid for teachers' wages..... | 71, 167 20 | 71, 597 70 |
| Paid for libraries..... | 1, 516 13 | 1, 185 88 |
| Paid for school apparatus..... | 370 60 | 894 44 |
| Paid for school-house sites, etc..... | 25, 088 38 | 12, 751 04 |
| Number of teachers employed at the same time for 28 weeks or more..... | 199 | 206 |
| Number of children of school age..... | 13, 787 | 13, 701 |
| Number of children attending schools..... | 9, 677 | 9, 963 |
| Whole number of days' attendance..... | 1, 100, 821 | 1, 135, 287 |
| Average daily attendance..... | 5, 833, 744 | 5, 975, 404 |
| Number of volumes in libraries..... | 13, 110 | 13, 298 |
| Number of school-houses..... | 122 | 124 |
| Value of school-houses and sites..... | \$193, 133 | \$192, 400 |
| Assessed valuation of property..... | 17, 318, 110 | 17, 005, 342 |

The average time the schools were in session during the school year is 37.7 weeks. The average weekly salary paid teachers is \$9.22.

VISITS AND OBSERVATIONS.

During the last school year I made 110 visits. I have generally found the schools well organized and the teachers doing good work. The number of indifferent teachers in my district is small. Nearly all seem not only willing to listen to suggestions when made, but also to adopt such as are shown to be for the good of the schools under their charge. I am impressed with the belief that the teachers of my district are generally industrious, faithful and painstaking, and that they are on the lookout for methods that will enable them to make their work still more effective and their schools better. I am also pleased to note that the development of character has an important place in so many school-rooms.

UNIFORM EXAMINATIONS.

In addition to the visits made during the year, I arranged for a uniform examination to be held in the several schools under my supervision, in accordance with the following circular mailed to the several school trustees:

OFFICE OF SCHOOL COMMISSIONER,
SECOND DISTRICT, ORANGE COUNTY, N. Y. }

To School Trustees and Teachers .

After becoming familiar with the examinations as conducted by the Board of Regents of the State, it seemed to me that something adapted to the work done in our public schools, and conducted in a manner somewhat similar, would afford the same incentive to the pupils in our public schools that the Regents' examination does in our academic departments. While making my official visits, during the past year, I have become the more fully convinced that such an examination would be productive of good results.

I have, therefore, concluded to arrange for a uniform examination to be held on the 19th day of March, 1886, in all the public schools in my district, excepting those now holding examinations under the direction of the Board of Regents.

This examination will consist of twelve practical questions each in arithmetic, geography, grammar and physiology, and forty words in common use in spelling. To those pupils who reach the required standard in any of the subjects named, a card attesting the fact will be given.

Teachers will please fill and return the accompanying blank at the earliest date possible that the needed number of questions may be sent in due time. Please write after each subject the number attending school who have made sufficient advancement in that subject to entitle them to try the examination, which will be practical and elementary.

Hoping that the trustees and teachers will approve of the course contemplated, and that it will incite the pupils to strive for better results, I am,

Very respectfully yours,
IRA L. CASE,
School Commissioner.

MIDDLETOWN, N. Y., February 26, 1886.

The above circular was accompanied with the following blank :

School District, No.....

Town of.....

..... , Teacher.

P. O.

| | |
|------------------|-----------|
| Arithmetic,..... | |
| Geography,..... | |
| Grammar, | |
| Physiology,..... | |
| Spelling | Trustees. |

Send Questions to.....

P. O.

About two thirds of the teachers in charge of schools in my district responded promptly.

A few days prior to March 19th I sent the number of questions asked for, each subject in a separate sealed envelope, with directions not to open until the time for the examination in that particular subject should arise. These questions were accompanied with a programme for the day of the examination with full directions and

regulations respecting how the examination should be conducted, together with the following declaration to be made by the principal, and returned to me with the report of the result of the examinations :

DECLARATION OF THE PRINCIPAL.

To be sent with the Report.

I declare that I am regularly employed as teacher in school district No. town of and that I had charge of the examination held... .. 188...., and that the regulations were fully and faithfully observed, that the question papers were kept in their original sealed envelopes until the beginning of each examination, and that every thing that would tend to vitiate the examination tests was carefully guarded against. And I further declare that from my personal knowledge of the candidates and the mode of conducting the examinations, I believe and hereby affirm the belief that the declaration made at the end of each answer paper was made in good faith, and that each and every one of the candidates is entitled to the credit claimed in the accompanying report.

Signed..... 188....

Dated..... 188....

The preparation for the examination aroused alike pupils, teachers and parents, and the result was very satisfactory, not ending with the close of the examination. As a result of the examinations I issued 283 pupils' certificates showing the standing of that number of pupils who had attained the per cent required. I find that teachers and pupils are looking forward with interest to the time for the next examination, and I anticipate better results as a consequence of more thorough preparation.

LICENSES.

During the school year I licensed 245 teachers, giving certificates of the first grade to 57, the second grade to 85, and the third grade to 103. I held 8 public examinations at 4 different convenient villages in my district, holding 4 in the spring and 4 in the fall. I held several private examinations during the year, but only when unavoidable. The number of well qualified teachers is in excess of the number of schools. Several residents of my district have graduated from our State Normal schools, during the past year, some of whom have not yet found positions.

There was also a very successful teachers' class instructed under the direction of the superintendent of the Port Jervis public schools during the summer term. Several of the graduates of that class are now doing very good work as teachers.

CONDITION OF SCHOOL BUILDINGS.

There are still too many dilapidated school buildings remaining in my district. While some buildings have been improved during the year, more have been neglected. Some districts select for trustees men known to be opposed to improving the school buildings — men

who have no interest in the schools except to keep the taxes low. Fortunately the number of districts of that class is not large, but so long as there remains one uncomfortable school building the number is too large. It seems to me that it would be better if the school commissioner had full power to engage a competent builder to examine such school-houses as are in bad condition and, if reparable, to direct the trustees to make the repairs necessary to the health and comfort of the pupils, and if irreparable, to condemn the building, and direct its removal and the erection of one suitable for school purposes.

TEACHERS' INSTITUTES.

The institute which was held in the city of Newburgh, during the week beginning August 30, was well attended. Dr. John H. French and Professor L. B. Newell were the instructors. Some of the leading teachers of the county assisted. The exercises were attentively listened to and the discussions interesting and profitable. The presence and encouraging words of the Superintendent of Public Instruction will long be remembered. The teachers expressed themselves as well satisfied with the week's work. It is my belief that the action of the Department in opening the way for teachers to take part in the institute work will do much to remove the objections formerly urged against the institutes. It does not seem to me that we have yet reached the time that it is for the best interests of our schools and for the good of our teachers to dispense with the very useful instruction and stimulating influence of a week's attendance at the institute. It might be well for those counties holding two institutes each year, to arrange that one be held during the fall, devoting the entire session to teaching beginners how to organize their schools and how to teach; and that one be held during the spring which should be devoted to instruction in more advanced work.

PUBLIC INTEREST.

It is difficult to suggest any plan that will surely arouse an interest in the cause of education on the part of the general public. I find that parents generally are desirous that the school attended by their children shall compare favorably with neighboring schools, and I have found it to work well to speak commendably of improvements made in adjoining districts. It seems to me that our leading teachers can do much toward causing improvements to be made. If our teachers would unitedly take the firm stand that they would not teach in buildings unfit for school purposes; that they would not torture innocent children by requiring them to sit upon unsuitable seats; that they would not lower a pupil's standard of decency by making it necessary for her to visit filthy and exposed out-buildings; that they would not engage to teach until the school-room was in good condition and supplied with a good dictionary and such ap-

paratus as is necessary to clearly explain the subjects required to be taught, we might confidently hope for improvement that would lead to more pride and greater interest in our schools. Our institute instructors can do much toward arousing the teachers to take a more decided stand in favor of well equipped schools.

EDUCATIONAL JOURNALS

are not as generally taken by the teachers of this district as they should be. I hope to see the number of regular readers of educational journals largely increased.

NORMAL GRADUATES.

Generally speaking, the graduates of Normal schools show by their work the advantages of the preparation which they have made for their vocation. The work being done in my district by Normal graduates, and graduates of teachers' classes compares very favorably with the work being done by graduates of other schools and academies. The Normal training gives the beginner a decided advantage. Those contemplating teaching should be encouraged to make thorough preparation. Scholarship alone is not sufficient. A teacher should not only know *what* to teach, but *how* to teach.

THE SCHOOL YEAR.

From experience I am satisfied that it would be better if our school year ended July 4, instead of August 20, and the annual school meetings held in July instead of August. This change would give the newly-elected trustees time to engage teachers and also make such repairs as were voted at the annual meeting and still be ready to open their schools on the first Monday in September, which is the usual time in this vicinity. As the law now is, the time between the annual meeting and the first Monday in September is so short that needed repairs are deferred.

DISTRIBUTION OF THE SCHOOL LAWS.

It is my hope that arrangements will be made during this year by which each district may be supplied with a copy of the revised school law. I find very few districts in possession of a copy of recent date, and with a copy of the old code as a guide it is not surprising that mistakes are made.

Thanking the Department for its many favors, I am

Very respectfully yours,

IRA L. CASE,

School Commissioner.

MIDDLETOWN, November 30, 1886.

ORLEANS COUNTY.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR. — In compliance with the request contained in your circular of October 22, I respectfully submit the following, in addition to my financial and statistical reports forwarded some time since.

NUMBER OF SCHOOL DISTRICTS.

There are in this commissioner district 143 school districts and parts of districts, 136 school-houses, and 175 licensed teachers employed.

VISITS.

I have made during the year 303 official visits, and have found the teachers generally earnest and conscientious in the work, ready to receive suggestions as to better methods, and prompt to adopt such as are recommended.

LICENSES.

During the year I have licensed 212 teachers ; 46 of the first grade, 101 of the second, and 65 of the third.

POOR WORK FOR LOW WAGES.

There is one great difficulty in the way of procuring amply qualified teachers : the willingness on the part of persons doubtfully qualified to engage at any price, and the desire on the part of a certain class of trustees to hire the person who will agree to teach for the least wages.

CONDITION OF SCHOOL BUILDINGS.

The most of the school-houses are in very good condition, being neat, comfortable and generally well painted. About 20 districts are very much in need of better seating facilities, but it is the exception to find the sentiment of a district opposed to putting the school-house in the best condition that can be afforded. The arrangements for heating and ventilation are faulty. The stove placed near the center of the room furnishes heat, and the door, or it may be cracks in the floor or windows, are the only provisions for ventilation. These subjects are now enlisting attention, and I trust that ere long the law will furnish our school-rooms with pure air, and throw its protecting mantle between the pupils and the red-hot stove. Window-boards are an available and inexpensive means of ventilation, and a jacket of sheet iron or tin placed about the stove a few inches from the floor, and extending a little above it, will render a more even distribution of heat, and be, in a measure, a protection.

TEACHERS' INSTITUTES.

A teachers' institute was held in this district from October 25 to the 29th, inclusive, under the direction of Professor Emmet Belknap of Unadilla, N. Y., assisted by the teachers of our own county, a report of which has been forwarded to the Department. I also herewith send you a copy of an address delivered before the institute Monday evening, October 25, by the commissioner, on "THE CONDITION AND NEEDS OF SCHOOL WORK IN OUR COUNTY."

Ladies and Gentlemen of the Orleans County Teachers' Association :

I wish, this evening, to present to you a few thoughts upon education; the condition of our schools; their present needs, and the relation of teachers to school work. If, in the presentation, I chance to offer you ideas not new, but familiar as a twice-told tale, please do not sound the gong nor call me "Chestnut." The stability and perpetuity of a Republic depend largely upon the general intelligence and education of the individual, for the individual many times repeated constitutes the people, by and for whom Republics exist. How to adjust the relation between capital and labor, and how to assimilate the ever inflowing foreign element are the problems of the hour. Will not educating and improving the masses, so that they may be law-makers rather than law-breakers, solve rightly and surely these problems at last?

Such wage is due the laborer as, in the hand of the diligent, shall give fitness for citizenship in our land where lawlessness is not liberty, but a just restraint upon each gives liberty to all; where the ballot, intelligently cast, is "the weapon that falls as lightly as the snowflakes kiss the sod, and executes the free-man's will as lightning does the will of God." Intelligence, Manhood, Liberty must be the watchwords of all, if we would perpetuate this grand Republic, founded by our noble and self-sacrificing fathers.

Washington said, in his first annual address: "Knowledge is in every country the surest basis of happiness." Jefferson said: "A system of general instruction, which shall reach every description of our citizens, from the richest to the poorest, as it was the earliest so will it be the latest of all the public concerns in which I shall permit myself to take an interest." Madison, that "a popular government without popular information, or the means of acquiring it, is but the prologue to a farce or tragedy, or perhaps both. Knowledge will ever govern ignorance, and a people who mean to be their own governors must arm themselves with the power which knowledge gives." "There is but one method," says Dr. Rush, "of preventing crime, and of rendering a Republican form of government durable, and that is by disseminating the seeds of virtue and knowledge through every part of the State, by means of education, and this can be done effectually only by the interference and with the aid of the Legislature. I am so deeply impressed with this opinion, that were this the last evening of my life, my parting advice to the guardians of the liberty of my country would be, 'Establish and support public schools in every part of the State.'"

Chancellor Kent has said: "The parent who sends his son into the world uneducated defrauds the community of a useful citizen, and bequeaths to it a nuisance." And our greatest statesman said: "Open the door of the school-house to all the children of the land. Let no man have the excuse of poverty for not educating his own offspring. Place the means of education within his reach, and if he remain in ignorance be it his own reproach."

It is not necessary for me to call to your mind the sentiments of others in regard to our duty as public instructors. The deep-seated conviction of each is in sympathy with these sentiments. Kings and creeds have found in schools the most effective instruments for shaping men to their uses, and so it is evident that the arts and methods of the school-master may be employed to develop and maintain among a people the capacity for self-government. For this reason the common school demands the serious and equal interest of all.

During the year, in our county, 297 teachers have been employed,—175 have been teaching at the same time. There are 8,919 children of school age, with an average daily attendance of 4,000. While last year there were about 200 more children of school age, this year shows an increased average daily attendance of 260.625. In many of our schools, over which a single teacher presides, the range of studies is decidedly broad, embracing every thing from the primer to algebra. The teacher is kept but one term and then another experiment is tried. No record of work done by the first is left for the guidance of the second, so each, in turn, follows his own method, or rather want of method, through the period of his contract. Then, receiving his order from the trustee, awaits his pay and makes room for another. Many, having no standard of scholarship, no test of work done, dread the visit of the officer of inspection and feel to breathe easier when that ordeal is past. Many examples of excellent scholarship and noble endeavor might be cited that have come out from such schools as these. But it is by average results that we must estimate success, and these, with such conditions, cannot be large. The sky is not

all clouded; even now the careful observer can see hopeful signs. The increased average attendance, the employment of teachers for a school year, the lengthening of the terms, are indications of a change gradually but surely taking place. The law altering the time of the annual school meeting, requiring schools to be closed during teachers' institute, and compelling children to attend school all show that the general heart is right in this matter. Only the judicious and conscientious guidance of the teacher is needed to improve the work of our rural schools. Many trustees for the coming year have made their contracts with teachers for the school year rather than for the term. In one town where there are ten schools the five largest have teachers secured for the year, and about this proportion prevails throughout the county. The engaging of persons as teachers during that portion of the year when they can find no employment in their ordinary avocations is rapidly passing away, and the time is coming when only teachers will teach, as now only lawyers devote themselves to law, and physicians to the practice of medicine.

In this country no one can exclaim with Louis XIV "*L'etat c'est moi*," unless we all shout together, and then it becomes the royal decree. The people have never delegated the entire control of school affairs to officers, so the responsibility rests with them. Americans have proven themselves equal to all emergencies that have arisen and we may safely trust them. Each has plans, and objections and experiments; out of these will come aggregations of truth and eliminations of error until we shall find a symmetrical whole. Well have the people exemplified their interest in our schools by their system of supervision and financial aid.

During the past year in our county alone, for all school purposes, \$65,453.36 has been used. There are also about \$170,000 invested in school buildings and grounds. The most of the houses are in very good condition, being neat, comfortable and generally kept well painted. A limited number of districts are very much in need of better seating facilities, but it is the exception to find the sentiment of a district opposed to putting the school-house in the best condition that can be afforded. I ought to say a word in regard to heating and ventilation. The stove, placed in the center of the room, furnishes heat, and the door, or it may be cracks in the floor or windows, are the only provision for ventilation. These subjects are now enlisting attention, and I trust that ere long the law will furnish our school-rooms with pure air and throw its protecting mantle between the pupils and the red-hot stoves. Window-boards are an available and inexpensive means of ventilation, and a jacket of sheet-iron or tin placed about the stove, a few inches from the floor and extending a little above it, will render a more even distribution of heat and be, in a measure, a protection.

Now, what further right or duty has the teacher in relation to the school?

First, the teacher should be especially trained for his work. It has been claimed, and justly, that the teacher's calling, which demands the best ability, the most untiring energy and the largest amount of self denial, has never been appreciated. In proportion to the outlay and effort required, the teacher has never received the emoluments, in money or honor, which strict justice would award in any other avocation. "So," Page says, "much of the best talent is attracted at once to the other professions. And too often has the task of school keeping, I cannot call it school teaching, fallen to men of capacity too limited for other professions, too sluggish to engage in more active employment, with manners too rude to be tolerated, except in the society of children, and sometimes of a morality so pernicious as to make them the unfailing contaminators of the young. The indifference of trustees to the importance of good teachers, and their parsimony in meting out the rewards of teaching, have called into the field large numbers in the strictest sense unworthy of all reward, while this unworthiness of the teacher has been made the excuse for further indifference, and, if possible, for greater meanness on the part of employers. The remedy for this, as for all evils of a public nature, I believe to be in the better enlightenment of the public mind, and in the improvement of the teachers. This must be a growth, we cannot expect better pay until we do better work. When the public sees the results of the better work, then it will grant the better reward. Fellow teachers, whenever you take a position, do your work in such a manner that your patrons will feel that they cannot do without you. Make yourself a necessity and I will be bail that you will not be obliged to complain on account of wages. Thus you will materially aid in elevating your profession.

Prepare yourselves thoroughly for your work. Many have an idea that anybody can teach primary pupils well enough. Anybody, without training, can teach a school to read and write and cipher. If teaching be only cramming into the mind facts, either from experience or text-books, anybody can teach, but if teaching be an art, then the teacher must know the nature of a child, and the means by which it may be influenced, and apply this knowledge in his work. The teacher must acquaint himself with the moral and intellectual forces of a child's nature, and so move upon them as to unfold and develop them to the fullest extent. If this be true it applies to the work of a teacher in every grade, the advanced, the intermediate, and more especially the primary, since a mind that has not been developed should be so led along as to induce the consciousness of power. Dr. Arnold's idea was to let a child feel that it was doing all the work itself. A method, I am happy to say, which has been adopted in a number of instances in our own county. In this way a child is shown how to think, how to reason, how to compare, and to learn

becomes a pleasure. The natural inquisitiveness which leads it to see and know the beauties and mysteries of this wonder land in which we live should be carefully trained and encouraged. The quick ear, and the observing eye, if rightly directed, may one day benefit the world. Few teachers realize that the dullness, deviltry, and distaste for study, of which they complain, are, in many instances, the legitimate offspring of their own inefficiencies. Surely only the best teachers should have charge of the first steps toward knowledge.

Nor can every one who has a thorough education teach successfully. One must know the processes through which the mind passes, in receiving and retaining ideas, in order to teach properly. In acquiring an education, the subject-matter, as a rule, attracts the attention, so that the natural processes of the mind are unnoticed. To know these implies a knowledge of psychology. A person may be full of a subject, and yet unable to teach it well. Another duty incumbent upon the teacher is to make for himself a high ideal of literary culture, and exemplify that ideal before the pupils. He should be an ever diligent student, ready by illustrations drawn from his own fund of knowledge, to throw light upon the various themes presented to his classes. I have heard teachers, I mean school-masters, assert that they did not think of their schools after four o'clock, and they might have added, nor of any thing else which would tend to make them broader and better men. Teachers have time for this supplementary work, and as change brings recreation and re-creation as well, their rest should be taken in this way. Pursuing a subject further than one's present attainments keeps a teacher in sympathy with his classes, and renders him more successful in stimulating to self-development.

A course of professional reading should be pursued; many practical suggestions may be gained from those who have become prominent and successful in their work. No teacher can read Parker's Talks on Teaching, without feeling a deeper interest in his profession, and striving to apply in his own work the suggestions it contains. Teachers should collect, as they may be able, a library on professional work, and each should, at least, subscribe for and read some educational periodical, which deals with the living, growing, practical thought of the class-room. The idea that nothing is of value to us that does not replenish the till, nor fill the larder, should be discountenanced. Let us feel and make others feel that there are other uses, in things about us, than their power to bring money. There are higher faculties to be exercised than the acquisitive and the sensual.

As he is called a benefactor of his fellows, who causes two blades of grass to grow where one grew before, so let us in a larger field, in more precious soil, have some part as benefactors of our fellows, in causing ideas to germinate, blossom, and bear fruit. Ever stimulated by the hope that we may receive the benedictions of those whom we have benefited.

Fellow laborers, teaching is a profession. You must become professional, or step aside and give the work into other hands. Already the call is for trained educators, to instruct the children and youth in all that constitutes true, cultured manhood and womanhood, in this the best age of all ages; and fits one for honorable and useful citizenship, in this the best of all lands.

Teachers, are you ready? Can you answer to the call?

A CHANGED SENTIMENT.

Previous to this year I have heard many criticisms upon the work and general management of institutes, but this year very general satisfaction is expressed. The principal of one of our union schools remarked "that he felt that he was losing something valuable whenever he was called from the institute room, whereas formerly he preferred to be out as much as he might." About half the work was done by the teachers of our own district, and I am not sure but that it would be as well to have the greater part, if not all, of the work done by the teachers of the several districts under the direction of a competent leader or superintendent, whose main business should be to guide the discussions arising after actual, practical class work has been done by the teachers.

TEACHERS' READING UNION.

The work of the Teachers' Reading Union was given quite a prominent place in our institute programme. This subject has been

advocated during the year, and now a local union has been formed in eight of the ten towns of the county. The teachers are earnestly taking hold of this work, and I anticipate a normal, healthful growth in the direction of professional work as a result of this idea.

EDUCATIONAL JOURNALS.

Heretofore purely educational journals have not generally been taken by the rural teachers. The number that have subscribed this year is about double that of last, so I feel assured that teachers are beginning to realize that it is as essential that they subscribe for and read some educational periodical as for the physician or lawyer to have and read their journals.

NORMAL WORK.

Our Normal schools and Normal class workers are doing good work; compared with those of equal scholarship, I think they excel, at least for a time, as the result of their training in the science of professional teaching. Many teachers in our county are those who have procured some part of their education in a Normal school or a school where the Normal class has been especially prominent, and so naturally have adopted the best methods of work and organization in vogue.

OUR UNION SCHOOLS

employ about the same corps of workers, under the same principals as last year, and so continue the excellent work so far done. Medina has procured one more building and five more teachers to supply the needs of over-crowded grades, spoken of in my last annual report. I notice with pleasure that the additions made in seating facilities have been single seats: the best arrangement possible.

AN EARLIER SCHOOL MEETING.

I would still urge that the annual school meeting be put nearer the end of the work for the school year, as an advantage to teachers and districts in arranging for the next year's work.

TEACHERS AT EIGHTEEN.

I would suggest that the legal age of candidates for teaching be placed at 18 years instead of 16, since enough teachers then could be procured; and although a few individuals might do fair work at 16, the two years more of preparation and the better judgment that would thereby be brought into the work would much more than compensate for the individual loss.

UNIFORM EXAMINATIONS.

A system of examinations of qualification for the whole State, as has been before suggested, would have a tendency to make the edu-

cational work more uniform and be an improvement, as there would thereby be a standard of qualification for fitness which would relieve the commissioners from a certain pressure and allow a better opportunity for the work of superintending.

I return to the Department my sincere thanks for the many favors shown, and always remain

Very truly yours,
CHARLES W. SMITH,
School Commissioner.

KENDALL, *November 30, 1886.*

OSWEGO COUNTY — FIRST DISTRICT.

Hon. A. S. DRAPER,
Superintendent of Public Instruction:

SIR.—In accordance with your request I transmit to you a brief statement of my work in this district during the past year as school commissioner, and of my views with reference to the various educational interests of the district. In doing this I shall as near as may be follow the order and course of last year that comparisons of facts and figures may the more easily be made.

TERRITORY.

The territory of this district embraces the towns of

| | Districts. | School-houses. | Teachers. |
|----------------|------------|----------------|-----------|
| Granby | 20 | 21 | 26 |
| Hannibal..... | 15 | 15 | 18 |
| New Haven..... | 12 | 12 | 13 |
| Oswego | 15 | 15 | 16 |
| Scriba..... | 18 | 18 | 18 |
| Volney..... | 17 | 18 | 34 |
| Total | 97 | 99 | 125 |

PUPILS AND AVERAGE ATTENDANCE.

The number of pupils and average attendance for the year was as follows, excluding fractional attendance :

| | Pupils. | Attendance. |
|----------------|---------|-------------|
| Granby | 1, 551 | 585 |
| Hannibal..... | 812 | 385 |
| New Haven..... | 485 | 299 |

| | Pupils. | Attendance. |
|------------------|---------------|---------------|
| Oswego | 883 | 325 |
| Scriba | 789 | 370 |
| Volney | 1, 712 | 735 |
| Total | <u>6, 232</u> | <u>2, 632</u> |

The attendance here given is only the resident, the total being 2,788, the 156 being distributed proportionally among the different towns.

For 1885 the pupils and attendance for the same towns were as follows :

| | Pupils. | Attendance. |
|---------------------|---------------|---------------|
| Granby | 1, 509 | 543 |
| Hannibal | 811 | 363 |
| New Haven | 490 | 214 |
| Oswego | 707 | 304 |
| Scriba | 805 | 316 |
| Volney | 1, 744 | 732 |
| Total | <u>6, 156</u> | <u>2, 475</u> |

Total attendance as given above, 2,624.

The number of pupils reported as attending school during the year in 1885 was 4,839, in 1886, 4,804.

It will be seen by the above figures that while our school population has increased 66, the attendance in the schools has fallen off 35. This increase is mainly in three manufacturing interests in the towns of Oswego, Volney and Granby, and it is equally true that the same interests absorbed more than this gain. The recent statute has materially helped in this respect. But it will also be seen that while there has been a falling off in the number of pupils in schools, our resident average attendance has *increased* 157, and the total attendance 164.

MONEYS RECEIVED.

We received in the towns of this district by the last apportionment, public money from the State as follows :

| | |
|---------------------|--------------------|
| Granby | \$3,181 73 |
| Hannibal | 2,062 35 |
| New Haven | 1,380 45 |
| Oswego | 1,851 93 |
| Scriba | 2,003 04 |
| Volney | 4,065 11 |
| Total | <u>\$14,544 61</u> |

To this is added a local fund from gospel and school lots in the towns of Granby, Hannibal and Oswego, amounting to \$209.66, making a total amount of public moneys received by the district, \$14,754.27.

TEACHERS' WAGES.

During the year there was paid for teachers' wages as follows :

| | |
|----------------|--------------------|
| Granby..... | \$5,480 73 |
| Hannibal..... | 3,702 88 |
| New Haven..... | 2,289 93 |
| Oswego..... | 3,074 89 |
| Scriba..... | 3,211 78 |
| Volney..... | 9,223 25 |
| Total..... | <u>\$26,983 46</u> |

while the whole amount paid for school purposes during the year was \$35,173.19.

By this comparison it will be seen that but little more than half the teachers' wages of the district are paid by the State, and much less than half the school expenses are so paid ; leaving nearly half the amount paid for teachers' wages, with all other expenses to be borne by local taxation. This I find to be one of the greatest hindrances to the progress of the schools, not only here, but in all parts of the State, and I am satisfied that very little substantial improvement can be made until this taxation can be somewhat lessened and equalized.

MORE MONEY WANTED.

The change in method of apportionment by which one-half instead of one-third of the public money is equally distributed among the districts is felt to be a help to small districts, but the thing which inspires the friends of the schools with hope is the addition of the \$500,000 to our school moneys made by the Legislature of last winter.

But while I labored for this, and under all circumstances felt well satisfied with our success at Albany, still I feel that another \$500,000 should now be added and then the appropriation be fixed at a rate on each dollar of equalized valuation of the State, sufficiently large so that soon the increase in property would actually pay the teachers' wages in our schools. For I am convinced that while a considerable portion of such wages are paid by local district taxes, there will always be such influence felt as will cause the selection of a teacher to depend largely upon the price per week instead of qualification for the position ; for it is certainly in some places now so strong that it is the controlling consideration.

UNIFORMITY OF TEXT-BOOKS.

We are still afflicted with lack of uniformity of text books in our school, and from statistics carefully prepared, I am safe in saying that about one-quarter of the teachers' time is thus wasted in the increase of classes thus made necessary. This is a troublesome thing to remedy.

In many places, books have gone into the schools (contrary to law), through the friendliness of trustee or teacher to publisher or agent, and they have been warned to look out for changes, and thus prevent their being taken out. Yet I think we are now substantially prepared to move in this direction. As I stated last year that I should, I have held meetings of trustees in the various towns, most of which have been fairly, and some fully attended. To these meetings I have presented this matter, and the loss we are suffering on this account, and at every meeting the opinion has been unanimous that uniformity should be secured. I shall soon have a committee of trustees and teachers selected to take this matter into consideration and recommend the books to be adopted. Then I think the uniformity can be secured, and as good results obtained as we had in my former terms in this position.

UNIFORMITY OF METHODS.

Uniformity in methods of teaching has been substantially reached through the influence of our town teachers' associations, which we hold at least once in each term in every town. Here we meet in small numbers, illustrate and compare our methods of teaching, and discuss questions pertaining to teaching and school management. I cannot speak in too high terms of these meetings as a means of improving our teachers and the schools generally. People, as well as teachers, have shown much interest in them, and they are still growing in favor with both. As an expression of opinion, I send you a voluntary notice of the New Haven correspondent of the Oswego Daily *Times-Express*, of our last association in that village. This is only a sample of the expression with regard to all.

TEACHERS' ASSOCIATION.

NEW HAVEN, Dec. 6.—On Saturday, December 4th, a teachers' association of the town was held at New Haven. Nearly all of the teachers were present; those who took part in the programme did credit to themselves in presenting the subjects in a very able manner. Our associations are very beneficial to the teachers, as the best methods of teaching are discussed. Many of the teachers say that they get more practical work from two of these associations than a whole week at institute.

We wish to extend to Commissioner Metcalf our thanks for organizing the town associations, as we believe they are one of the best means of raising the standard of teaching.

VISITS.

I have made 189 school and district visits during the year, and while I can still see the lack of professional training on the part of our teachers, I can plainly see the good results of our previous

year's work in so much more uniformity in the teaching, and this teaching so much more in accordance with the laws which govern the development of human mind.

This comes more from our town associations than all other causes combined, and I am satisfied that the holding of one such meeting near the commencement of the terms is more benefit to the schools than what I could visit them in a year.

MORAL TRAINING.

There is another thing observable in our schools the present year which is very satisfactory to me, and that is the improvement in the moral training of the pupils; that is, the attention given to the formation of correct habits and of character. I have asked the teachers to make this their aim, to have their character and conduct such while teaching that the patrons in the district may point their children to them as a model to follow; most of them have nobly responded, and the result has, as above stated, been very gratifying. I must repeat my statement of last year, that many of our teachers are too young for good work as instructors of others, still needing instruction themselves, especially mental discipline, but I repeat that so long as this lack of discrimination as to qualification and excessive local taxation exist it is impossible to have such talent in our schools as can be expected to give entirely satisfactory results.

TRAINING OF TEACHERS. THE INSTITUTE.

I wish also to repeat in substance what I said last year as to the training of teachers; I believe that our institutions for the instruction of teachers in the how to teach are inadequate to meet our necessities. As stated, our Normal schools absorb our best talent, educate and send it away to cities and foreign States, where fair compensation can be obtained; leaving few indeed of those who have had this training, teaching in our rural schools. Again few of our teachers in proportion can give the time and means necessary for obtaining a Normal course. Thus we are left with the institute and what local means we can improvise for the training of the great mass of our teachers.

Our institute work though good has at the best proved unsatisfactory to our best conductors, commissioners and teachers, and our local training does not reach the teachers before commencing the work, and I believe that nothing short of a training school with a session of not less than eight weeks in each year for each county, and making it necessary for every teacher before entering the work to possess a certificate that they have passed successfully a term of training in such school, will meet this great need.

HARMONIZING DIFFICULTIES.

In this going about my school work, I find that nearly all the trouble in school comes from the opposition of one or more persons

in the district, and I often find it necessary to give the time allotted to the school in investigating and harmonizing such difficulties; and in nearly every case the cause is found to be mostly imaginary, and the matter easily settled. This part of the work I consider among the most important duties, for I have proved beyond question that no community can have for any long time a better school than they have a public sentiment to sustain.

COURSE OF STUDY.

We have gone quite a step in advance in the classification and gradation of our schools. We have a course of study prepared and adopted. I have met with the teachers for instruction in the manner of its introduction into the schools, and although we have not yet been able to carry it out in full, still we have made a good beginning, and I feel much encouraged to go forward in this direction. My work as a member of the committee on this matter of grading rural schools in our State association, in corresponding and meeting with educators of other States and countries, has shown me that it has been in many places made a success.

SCHOOL REGISTERS.

The arrangement of our school registers so that teachers must not only give the standing of pupils, but the page in each text-book where such pupil is prepared to commence his next term's work, has been of much benefit in my work of trying to prevent the pupil's school life from being a tread-mill, a continually going over the same ground.

NUMBER OF TEACHERS.

We have during the year had 210 teachers in the schools; 56 males, and 154 females; of these only 6 have been graduates of our Normal schools, and 12 licensed by the State Superintendent. There has been more continuing the same teacher in school for several terms this year than ever before, and I believe we should have such teachers, and such school management, that teachers be hired by the year, instead of short periods of a few weeks; this condition of things I think we are fast approaching.

I have granted this year 135 licenses, and all but three, I think, have been engaged in teaching in this or adjoining counties.

I find this fall more inquiry for well qualified teachers than in the year and a half previous, and with this I am pleased, for I believe herein lies our road to success.

UNIFORM QUALIFICATION OF TEACHERS.

I have given much thought to the matter of uniform qualification of teachers, and as a means to obtain this, a uniform State examination. While we in this county have little or no trouble in this matter,

and; therefore, little need of any change, I would have no objection to seeing this applied to first and second grade licenses, but while so much local taxation is necessary in payment of teachers' wages, and so many districts are as poor as now, the limited or third grade license should be in the hands of the local officers who know just what is required in such districts, and where there is a teacher who can just meet those requirements though not prepared for other; and thus save expense to the weak district without impairing the efficiency of the school. I, however, fully believe with proper interest on the part of school officers, this desirable end can be obtained by association and understanding with each other with the means which the law now puts into our hands.

PUBLIC SENTIMENT.

The progress of public sentiment in regard to school-work and the schools has been all that one could reasonably hope. The fact that co-operation on the part of the people is needed to have our schools what they should be is beginning to be felt, and should this be continued until it is fully realized by all, a brighter day would soon dawn on our now much neglected schools.

DISTRICT BOUNDARIES.

I have made but one change in district boundaries this year, and have had no trouble in the district of a character serious enough to cause an appeal to the Department or any serious trouble. We have little difficulty with these things, for when any thing of this kind occurs, I endeavor to see the parties immediately, and talk over the whole matter, and usually find them willing to reason on the matter, and compromise if necessary, for the good of the school.

TEACHERS' INSTITUTE.

We have held one institute this year, at Phoenix, May 11, 1886, which was very fully attended, and was conducted by Professors Albro and Larkins. The exercises were such as to interest and instruct all who desired to be instructed, and especially Professor Albro's talks on the different methods of teaching and explanation have borne fruit through the summer and fall terms.

The same difficulty was manifest this year as last, that the experienced teacher, Normal graduate, etc., found nothing in the institute work which they had not already gone over, and so felt it a hardship to be obliged to attend.

Again was the matter of having two institutes held, one for primary and one for advanced work discussed. I cannot see how this can be made practical or so managed as to be a success. I believe the true remedy (as above stated) to be the preparation of teachers before their work begins, and then make teachers' meetings, by towns, compulsory, and you will succeed in keeping teachers abreast

of the times and along with the improvements much more than now.

UNION SCHOOL.

There is within this district one union school, at Fulton, now in the charge of Professor B. G. Clapp as principal. This school is doing work second to none of its kind in the State; it is full to overflowing and has to turn foreign pupils away for lack of room.

A very creditable number pass at each Regents' examination. A fine teachers' class was organized and instructed during the last term and made a good final examination. I was well satisfied, both at the examination and the visits I made, with the work of the class. This school is one in which the community have confidence and feel a just local pride, for, from the highest to the lowest grade, each department is in the hands of persons of experience and thorough qualification for their work, and from present indications its capacity must soon be enlarged.

THE TRUSTEES SHOULD BE INTERESTED.

In closing this report, which has been very hastily written, I cannot forbear to call especial attention to what I consider one of the most important matters pertaining to our school interests and management. The State may bestow as much money on our schools as the most liberal would ask, and the commissioner may be ever so active and competent, yet still without intelligent consistent action and co-operation on the part of trustees, very little in comparison to the outlay will be accomplished. There is but one way as our school system is, to remedy the difficulty which we now experience from this cause in our school work, and that lies in meetings of trustees where all attend at which plans for school management and improvement are considered and a definite policy agreed on which will be felt to be binding on all. This I know by experience will work grand results. Could you procure the passage of a law making it the duty of the commissioner to hold, and the trustees to attend such meetings by towns, and giving the trustees for such attendance pay sufficient to meet ordinary expenses, you would be doing as great a good to the schools as by any one thing you will be able to bring about.

I feel much more confident than last year that we are making progress, for results are so abundant and manifest to all engaged in the work.

I feel it but just to say that every effort of mine for improvement has been cheerfully seconded by almost every teacher, and that to their good work and confidence very much of our good results is due.

Pledging you the support of myself and teachers in every effort you may make in the interest of the common schools, I am

Very truly yours,

D. D. METCALF,

School Commissioner.

NORTH HANNIBAL, *December 13, 1886.*

OSWEGO COUNTY — SECOND DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—In compliance with your circular of October 22, 1886, I respectfully submit the following report of the condition of the schools in the second commissioner district of Oswego county, in addition to the report already made :

SCHOOLS IN THE DISTRICT.

This commissioner district is composed of 7 towns, viz.: Amboy, Constantia, Hastings, Palermo, Parish, Schroepfel, and West Monroe, in which there are 86 school districts, employing 106 teachers.

VISITS.

I have made during the past school year 126 official visits. I found the schools generally well conducted and prospering and the teachers using better methods than heretofore. Discipline in most cases was good.

LICENSES.

I have granted 132 licenses during the year and as a result of the small number granted, wages are now much better in the district.

My examinations have been wholly written. I have held eleven during the year, and in each instance have examined in the following subjects: Methods, arithmetic, grammar, geography, history, civil government and physiology and hygiene.

I believe there is no difficulty in procuring teachers fairly well qualified, but I find many schools that need best teachers, employ the poorest on account of wages.

CONDITION OF SCHOOL BUILDINGS.

The condition of the school buildings has been much improved during the year, many having made repairs and in three instances new ones built.

INSTITUTES.

The action of the Department in arranging for institutes by commissioner districts, so far as I can learn, meets with universal satisfaction, and I believe much better results will be obtained from the fact that teachers will now take an active part in the exercises and will, of necessity, interest themselves in the work.

Institutes as conducted heretofore have done a power of good. I know from personal observation that the teacher who attends the institute regularly is much better qualified for the school-room than the one who does not, and I now believe (as I stated in a former report) its value for good cannot be estimated.

EDUCATIONAL JOURNALS.

Nearly all teachers are now taking some educational journal.

LEGISLATION SUGGESTED.

As a question for legislation, I would call your attention to the "Joint Report" made by the commissioners of the second and third districts of this county last year under the head of "Methods of the Employment of Teachers."

Respectfully,
J. S. LUDINGTON,
School Commissioner.

PARISH, November 30, 1886.

OSWEGO COUNTY — THIRD DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction:

SIR. — In accordance with your request of October 22, 1886, I respectfully submit the following report regarding the schools under my jurisdiction:

THE DISTRICT.

The third commissioner district of Oswego county embraces the towns of Albion, Boylston, Mexico, Orwell, Redfield, Richland, Sandy Creek and Williamstown.

SCHOOLS, ETC.

There are 110 districts having school-houses in this commissioner district, and 129 teachers employed; and in comparing my statistical abstract of 1886 with that of 1885, I find that there were residing in the district 282 pupils less than in 1885, while the average attendance is 73 more than in 1885.

PUBLIC INTEREST.

This simply corroborates the opinion I have formed from my official visits, that the people are becoming awakened and more interested in educational affairs, and that the most arduous duty that we, as school officers, have to perform at the present time, is to convince parents that we are offering to their children better advantages than they have formerly had.

VISITS AND OBSERVATIONS.

During the past year I have made 220 visits, and with but a few exceptions I have been much pleased with the general condition of

the schools, and when I compare the schools of to-day with the same schools of a few years ago I am more than pleased with the results. A better education is required of persons wishing to teach than in the past; they have a better knowledge of the methods of teaching; our schools are better disciplined, and by the means of a uniform course of study, the adoption of which I have secured in my entire district within the past year, the teachers and pupils are enabled to accomplish much more than under the old and less systematic routine of business. By this course of study I have endeavored to make a regular grading from the class of smallest pupils in the country school to the most advanced classes in the academies. Below find a copy of the same:

COURSE OF STUDY.

First Year.

Reading.—Blackboard and Chart—Object and word method. Sentence building. First Reader begun.

Language.—Conversation. Lead pupils to talk freely, and tell connected story

Arithmetic.—Grube 1 to 10, with objects. Make change. Measure. Make examples for pupils.

Second Year.

Reading.—First Reader completed. Second Reader begun.

Language.—Pupils write what they have told and copy from Readers, etc. Pupils write what has been told them and reproduce what they read.

Arithmetic.—Grube 1 to 30, with figures. Applications as above.

Geography.—Distance, direction and location from school-room and grounds.

Third Year.

Reading.—Second Reader completed.

Language.—Letter writing. A single, plain form. Carefully correct prominent errors. Story writing. Drill upon good style. Make note of important things. Seek brevity.

Arithmetic.—Grube 1 to 100 as above. Arabic and Roman notation. Applications as above. Count by 2's, 3's, etc., to 10's up to 50 and back. Fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, $\frac{1}{3}$, $\frac{1}{6}$, $\frac{1}{12}$, $\frac{1}{9}$.

Geography.—Village or District. Town. Map drawing (moulding board).

Fourth Year.

Reading.—Third Reader completed.

Language.—Reproducing stories from reading lesson and continue drill as above. Written recitations, *i. e.*, write out topical lessons and continue as above. Continue letter writing.

Arithmetic.—Simple numbers to 10,000. Notation and numeration completed. One figure in multiplier and divisor. Multiplier and divisor to 15. Fractions 1-5, 1-7, 1-11. Accurate and rapid work.

Geography. County and State. Map drawing and use of moulding board.

Fifth Year.

Reading.—Fourth Reader begun.

Language.—Language book. Compositions weekly. Daily written reviews and exercises.

Arithmetic.—Four fundamental principles, completed. Analysis. Keeping common accounts. Make out bills. Fractions of like denominations finished.
Geography.—New York State completed. Elementary Geography.

Sixth Year.

Reading.—Fourth reader finished. Historical Readers and Natural History.
Language.—Language book. Compositions weekly. Daily written exercises.
Arithmetic.—Cancellation. Properties of numbers. Common fractions. Many practical examples. Decimal fractions. Compute interest at six per cent. Write notes, receipts.
Geography.—Higher Geography, through United States.

Seventh Year.

Reading.—Historical Readers and Natural History continued.
Language.—Grammar to syntax. Compositions weekly, etc., as above.
Arithmetic.—Compound numbers. Compound fractions. Review from cancellation. Percentage. Profit and loss. Commission and brokerage. Insurance. Taxes. Duties.
Geography.—Higher Geography finished. Mathematical Geography. Review whole subject.

Eighth Year.

Reading.—Miscellaneous and scientific reading.
Language.—Grammar finished and reviewed. Compositions. Weekly and daily exercises.
Arithmetic.—Interest. Discount. Banking. Equation of payments. Exchange. Rates and proportion. Partnership. Powers and roots. Mensuration. Metric system. Review. Practice writing business paper.
Geography.—Civil Government and Physiology.

In small schools it may be necessary to combine classes.

HIGH SCHOOL WORK — *Ninth Year.*—Algebra. American History. Civil Government. Physiology.

Remarks.

Reading.—All words developed to be copied many times by the pupils. Teacher and pupils use script only. The reading of a single reader does not constitute the work in the grade. Much extra reading should be done. Reading much, rather than one book many times, makes good readers.

Language.—Skill in the use of oral and written language is the aim of the course, not ability to parse.

Arithmetic.—Fractions taught by means of objects should be carried along with the other work. Accurate and rapid work should always be insisted upon. Give an abundance of concrete, practical examples throughout the course. Do not be satisfied with the little that the text-books give.

Geography.—Teach the difficult parts of Mathematical Geography last.

Spelling.—Insist that every word used be correctly written and spelled. Make lists of words missed, and those likely to be missed and drill class upon them. Waste no time on words which they can spell.

Penmanship.—Give three penmanship lessons per week, for the purpose of drilling upon principles. Require that all written work, in whatever class it may come, be well done.

Drawing.—Give two drawing lessons per week from objects.

Physiology.—Give an oral lesson in physiology and hygiene each day.

Singing.—There should be singing during each session.

SCHOOL BUILDINGS.

The school buildings have been very much improved during the past year. Several school-houses, since the close of the summer term, have been built or repaired, the last of which are now about completed, and will be ready for winter use; and during the past year and the present autumn, about twenty districts have erected new out-buildings, and in almost every instance, where building or repairing has been done, I have induced the people to grade their grounds and plant shade trees, thereby beautifying and making more attractive the places where their children are to be educated.

TEACHERS' INSTITUTES.

The opposition which was once so strong against teachers' institutes, has gradually died away, until now little or none is felt, except from schools where the teachers are Normal or college graduates. With such, the boards of education feel that it is a loss of valuable time to their children, and I believe they have some cause for complaint. To illustrate, more fully, I would direct your attention to the union free school of Sandy Creek, where there are eight teachers employed, six of whom are Normal graduates, and the other two college graduates. Now, as the teachers who teach in the country schools are usually those who have been less favored with method work, it becomes necessary that the institute work be more in the line of primary instruction, and as there is no way provided whereby such schools as the one at Sandy Creek can continue its session during the institute week without paying a penalty, their teachers are compelled to sit for five days and listen to instruction in methods for primary work (their own work being advanced), while they have received all of this work, and more, while in attendance at the Normal.

While there is no doubt as to their receiving benefit by their attendance at the institute, yet, it appears to me that the benefits received by such a teacher is very small when compared with what it has cost them for a work that they have but little occasion to use.

For a long time I have wondered what plan could be devised whereby this could be remedied, and I am of the opinion that the system of holding and conducting the institutes as recommended by yourself will remove many of these objections, and will naturally tend to work up a greater interest in educational affairs among teachers.

TEACHERS LICENSED.

The number of teachers licensed by me during the past year is much less than the number of rooms to be filled, for the reason that there are employed in this district about twenty persons who are Normal graduates, and about the same number holding my first grade licenses.

NORMAL WORK.

You ask for my opinion as to how the school work of Normal graduates compares with the work of those who are not, and in answer would say that, while there are exceptions to the general rule, yet, generally speaking there is just as much difference between the work done by one who has had special training for the same, and one who has not, as there is between the work of a "master workman" and that of an "entered apprentice."

EDUCATIONAL JOURNALS.

In regard to educational journals, I believe that at least nine teachers out of every ten in my district, each take and read one or more, and in very many of my schools I have arranged with the teacher and pupils in this manner. Each pupil contributes two or three pennies per week, thereby enabling the school to take three or four different journals. A news table is then arranged upon which are placed these papers and the pupils are allowed as free access to them as they are to a dictionary, and, at night, certain ones of the pupils are allowed to carry these papers home with them, returning them the next day.

In this manner educational journals find their way into the homes of the general public, and I know of several instances where both parent and child became so interested in perusing their journals that, after the term of school had closed and no more papers came, the parent would order the paper sent to his children.

Respectfully submitted,

JAY B. COLE,

School Commissioner.

WILLIAMSTOWN, *November 26, 1886.*

OTSEGO COUNTY — FIRST DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR. — In compliance with your request of October 22d, I respectfully submit the following :

STATISTICAL.

The first commissioner district in Otsego county is composed of twelve towns, namely : Cherry Valley, Decatur, Exeter, Maryland, Middlefield, Otsego, Plainfield, Richfield, Roseboom, Springfield, Westford, Worcester. The number of schools in the first commis-

sioner district is 150. The number of teachers employed at the same time is about 200.

UNION FREE SCHOOLS.

The number of school districts, I think, will become gradually less, as many districts are enfeebled by the inhabitants sending to the union free schools, where the pupils may have the benefits of a graded course of study.

The first district now has four union free schools established, and good ones too; one at Richfield Springs, a very fine new brick building, at a cost of \$25,000, with all the late improvements, and is considered to be one of the best and most complete school buildings in Central New York. With the very able corps of teachers at work in this school, we look for grand results.

The union free school at Cooperstown, town of Otsego, is one which has been long standing, and is growing every year, both in dimensions, and in attendance of pupils under the able management of its principal, and a well informed board of education unitedly at work. This school ranks with the first in the State.

The union free school at Schenectady, town of Maryland, is growing beyond all expectations, and can hardly accommodate all who wish to sit under the able instructions given by its most excellent teachers.

In the union free school at Worcester is a most earnest demand for more room and more teachers; all this indicates prosperity in every department, which is very true. This school is well located in the beautiful village of Worcester, and bids fair to become one of the first in the district.

I take great pleasure in reporting a union free school at East Worcester, town of Worcester. Here we find an active and most earnest board of education, with active and enterprising teachers, who are willing to sacrifice and endure almost any inconvenience for the success of the school. From all indications, this school will measure up with the others in a short time, and will be known abroad for its able instructions given. We have, aside from these already mentioned, the Schuyler's Lake school, the Middlefield school, the Lancaster school at Cherry Valley, the Cherry Valley academy, the East Springfield academy, all of which are doing grade work and succeeding in a marked degree.

IMPROVEMENTS.

I can say with pleasure and encouragement that I see great improvements in all the schools of the first commissioner district.

BETTER WORK.

I believe the teachers are doing better work than ever before; they are taking and reading educational papers. Many have joined

the New York State Reading Circle. We have nearly 50 members who are taking a thorough course in reading of standard authors.

VISITS AND OBSERVATIONS.

I have made 288 official visits, and found the teachers thoroughly engaged and interested in the work, also anxious to converse on subjects pertaining to school work, that they might become better teachers and demand better pay for their services. Many excellent teachers are obliged to teach for low wages, from the fact that trustees do not seem to understand there is a great difference in teachers. It is becoming a general practice to elect a new trustee every year, and that new trustee prides himself in hiring a teacher for as low wages as possible. He does not think for a moment, through his better judgment, that it is far better to retain the same good teacher, term after term, and pay wages that will inspire the teacher to do the very best work he is capable of doing. We think, under this management, there will not be a falling off in the attendance and interest of district schools.

UNIFORM EXAMINATIONS.

If the Department is to take the matter of examining teachers away from the commissioners, and demand that every teacher shall reach the same standard or per cent for teaching in the district school, then I say, let us have a law in connection with that act, fixing every teacher's salary the same, whether the school be large or small.

LICENSES.

I have licensed 227 teachers during the year. There are about 200 teachers actually at work at the same time in the first commissioner district.

GOOD TEACHERS. — POOR WAGES.

We have no trouble in procuring good teachers, but the teachers cannot procure the wages. Trustees, some of them, pride themselves in offering low wages, and I am sorry to say, some very able teachers pride themselves in accepting the same, which is very detrimental to the teachers themselves, also to the profession. I think the commissioners should have something to say about the wages of teachers, also what school they should teach.

I have recently made application to the Department to place the orphanage, located at Cooperstown, town of Otsego, Otsego county, N. Y., in the list of schools, so that it will draw its share of public money for the past year, which I think it truly and justly deserves. This is one of the many institutions in our land which should have every possible benefit the State and nation can bestow.

BUILDINGS.

There are many poor school buildings and out-buildings in the district, but there has been a grand awakening in the matter of building and repairing. Many new buildings have been built, and others repaired — and buildings the same. All honor and praise to trustees for this grand movement.

TEACHERS' INSTITUTES.

The institute work in Otsego county produces good results; teachers feel very much strengthened in the school work by their attendance at the same. I am glad that it is obligatory upon the part of the teachers to attend the institute.

Teachers, as well as commissioners, unanimously voted at our last institute, that it was the best and most successful one ever held in Otsego county. They also voted unanimously, that with the consent of the Department, they would never separate Otsego county into two institute districts.

Commissioner Washburn of the second district, agrees with me, that an institute no larger than that of Otsego county having two good instructors for one week, receives better instruction, and is more profitable to all concerned, than it would be if we should separate.

By recent observation I have proved to my mind that as soon as local help is called before an institute, just so soon the interest begins to cool and slacken.

TEACHERS' CLASSES.

We have two teachers' classes formed in the first commissioner district, one at Schenevus union free school and one at East Springfield academy, both of which we trust will meet with success.

TEACHERS' ASSOCIATIONS.

I am trying to arouse an interest on the part of the teachers and public generally by organizing town associations, urging the trustees and patrons to attend. I trust the efforts will bring the desired results.

NORMAL GRADUATES.

I think Normal graduates do well, especially when they possess the natural make up of a good teacher. I find they fail as often as those who do not attend the Normal schools. One grand secret of success in any teacher is the ability to govern the school. Organization and good government is the great secret of success in school work. I think the Normal schools are doing good work and send out some excellent teachers. I have learned that all book worms are not successful teachers, and some who pass a very high percentage in examinations are failures in the school-room.

A WORD TO PARENTS.

The most urgent want of many schools is more activity on the part of parents. If this was supplied few other wants would exist.

Thanking the Department for its many favors and prompt answers to my many questions, I remain,

Your obedient servant,

THEO. L. GROUT,

School Commissioner.

EAST SPRINGFIELD, *November 30, 1886.*

OTSEGO COUNTY — SECOND DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR. — I am pleased to comply with your request of October 22d.

CONSOLIDATION NECESSARY.

Of the 163 school districts under my care as commissioner 3 are union free, and 160 are common. But since I made my recent annual report last month 1 school building has been removed a few rods, thereby for better convenience of the majority in the district which lies partly in Hartwick and partly in the town of Otsego, transferring it henceforth to the other commissioner. Needed consolidations should, and perhaps will, reduce our number to 160. One hundred would be enough for any one man to visit twice a year and properly administer. Like Albany, Erie, Jefferson, Onondaga, Oswego, St. Lawrence, Ulster and Westchester, Otsego county, having more than 300 school districts, should, without further delay, have three commissioners. Why will not our people and their legislators see that the educational interests and welfare of Otsego county have been too long suffering, and perhaps too timidly, yet none the less conscious of this special want, are pitiably pleading to-day, however dumbly, for this relieving change? Who is to blame, or to be blamed? Somebody. Oneida county is wiser, and with the others above named is so much the gainer and better aided by the State. This is, to my mind, the foremost educational want in Otsego county.

SHORT VISITS TO MANY SCHOOLS.

Three or four visits in the course of the year to the more easily accessible schools, and to such as I might be passing in the nearer towns on my way to or from the more distant, from time to time, have made the total more exceed 300 than I supposed possible. Of course too many have been too brief; in some few cases my memoranda include visits made to schools found closed, while all around

were in session ; and I have yet to find the half-day that I can give entirely to any one small district school without feeling that thereby some other, perhaps more needy member of this family of 160 is to be deprived of its second visit in the year. The registers by no means always show what visits I make officially. Fifteen miles from here I was in a school-house on the date of your circular, at mid-day, and found no living creature, inside or out, or in the neighborhood, except my horse, which took me rapidly, though we were both dinnerless, to the next school, which I found had been working three weeks under a new teacher ; his first experience ; doing well. I gave them an hour, hearing classes and advising the young man ; gave a five-minute explanation of the Liberty statue engraving on the wall and its use in a school-room, and moved on, doing likewise in another school that day, having started in at nine o'clock, spent an hour each in two schools during the forenoon, and found two getting ready to reopen. Thus three schools that I actually visited that day cannot be so registered ; and in some duly at work the register is not always at hand, nobody records the visit, and at the end of the year the trustee reports none, or less than the fact. Briefly, my impression is that more devoted, diligent, excellent teachers than many here cannot be found anywhere, or better results ; yet, ever improving as we certainly are, still, thus far at least, "the poor ye have always with you."

EXAMINATIONS AND LICENSES.

Twenty-two public examinations of teachers and of applicants have been held by me during the year — 10 in March, 12 in September — affording thus a special accommodation for each town within its own limits, and yet I have had more than 22 intermediate demands upon my time for private examinations. None have been refused the latter privilege, though some have come and gone without finding me at home. I have given but 6 first grade certificates anew ; the others of the 18 held by my teachers being renewals. Forty-five second grades, and 112 third grades have been issued by me. Of these, however, a large number were renewals, many being for the half year. Incentives must keep young teachers working up thoroughly. To your question as to amply qualified teachers my experience and observation would answer that there is difficulty in procuring such in many instances. In teaching, as in other business, there are fluctuations. To secure the amply qualified more ample payment than is frequently proposed is indispensable. Circumstances and conditions of school districts vary so enormously that no uniform working of them can be predicated. A difference of opinion, and consequently different men managing affairs, will often set at naught in many rural districts whatever may be proven elsewhere to be indispensable to ample qualifications for teachers. Practical common sense, however, as to their own wants must not be supposed, therefore to be at all lacking.

CONDITION OF SCHOOL BUILDINGS.

Many improvements of the school buildings are a matter of fact during the past year. The notable expensive enlargement in Oneonta is conclusive evidence that the right spirit prevails among us. Unadilla is building an entire new structure that will admirably supply a long existing want in that beautiful village. Agricultural returns, however, during the past year, have not warranted any unnecessary expenditures. The few barely passable school buildings must, therefore, wait till the hard-earned produce of their districts pays the people better. The best legislation for them would be relief from all school tax.

INSTITUTES.

The institute work deserves commendation. Having held ours when schools were not in session I hear no trustee complaints. Our teachers seemed quite unanimous for keeping the two commissioner districts of Otsego together for institute instruction. Separating it then and there into graded sections would seem, perhaps, the least objectionable substitute for holding two separate institutes in this county. Already abreast of the times we point to our last two institutes as affording best evidence of due interest on the part of Otsego county teachers.

PUBLIC INTEREST IN THE SCHOOLS.

The general public too does already here feel deep interest in the cause of education. A phase of more than ordinary concern to thoughtful people is how to dispose of the tramp element, how to educate what is called the floating vote so as to rescue it from pernicious abuse; how to train all citizens to such self-respect and principle as will leave none to be bought and sold as were slaves. The political saying that all men have their price, Judas-like, should be called by its right name as a doctrine of devils. Its utter baseness should be shown. Its destruction of all true manhood should be emphasized. Its deadly hostility to the institutions of freedom should be so clearly illustrated that all people would instinctively regard the politician who practises it as an enemy in disguise. An office obtained through its processes, however adroitly accomplished, should be looked upon as indelibly disgraced; its occupant a criminal—a triumphant law-breaker posing as the people's law-maker! This will arouse an interest hitherto unknown in the cause of education. Patriot sons multiplying, will grow up like Hamilton, Jay and Clinton, like Washington, Reed and Warren, like Jefferson, Chase and Marshall, even such as the republic in her late struggle for life had to bring to the front, in the cabinet and in the field, not the sordid corrupters of political morality, but her true sons of principle and integrity, on whom alone she could lean without failure, in her hour of extremest peril. The Simonites meanwhile were to be found basely scheming for personal gain from their

country's misfortunes, or flourishing the accumulations which they and their followers as basely employ for retaining or obtaining place and power for personal emolument, while they sneer at the idea of patriotic service as obsolete. Education can and must stay the canker that eats out all patriotic sentiment. What was the eloquence of Patrick Henry? yea, of Abraham Lincoln at Gettysburg? if not patriotic sentiment? Gold cannot beget it. True education can, and does and will. It was the sentiment of free soil, and not the money power in office or out, that made the president who saved the Union, emancipated her serfs and regenerated the nation. In a word, our ship of State, necessarily two-sided, and the more evenly balanced, the safer for her, must have for her ballast something better than merchandise. Intelligent freemen, discerning aright the merits of great party issues, and endued with a sense of sovereign responsibility, must decree by their votes which side shall preponderate. Thinkers, not things of barter, must they be. Vigilant, active, conscientious, and independent — call them what some may please. Men that cannot bribe cannot be bribed. Through all her course must such men ballast our great republic, on peril of her life. Therefore is it that education is a necessity of popular suffrage. Only the ignorant, reckless or sordid voter can be "boodled." What then? Why "boodle" legislates! And what is its idea of law? What of manhood suffrage? Of manhood's welfare and interests? Where is the priceless conscience of all true statesmen? If, thus anywhere, at this hour of naked labor, sore conflict with corporate capital in its armor, the mere money king, diligently using the demagogue's art which easily finds his pliant servants through their several lusts, by turning over to his side the loose or listless material in the dregs of all great parties, buys his way into legislative vantage-ground for riveting the fetters thus flung over his victims, drugging them meanwhile, and seeking to dupe others if he can, for still further spoliation, is not this monstrous crying evil because of the lack, or fault of that education which the State so wisely and parentally provides for its prevention or remedy? Perhaps the word spoliary is unknown, only fit name though it be of this relic of Roman barbarism transferred into our midst, into our very homes. Such is my answer to your question. What can be done to arouse an interest in education on the part of the general public? Train up the child to be an American citizen, in the fulness of intelligence, uprightness and duty. Point out our perils. Teach "civics" as proposed by the American institute. Let a Caleb G. Hall start prize investigations in every school.

EDUCATIONAL JOURNALS.

Purely educational papers are read by a majority of teachers in these 12 towns of Otsego county. *The School Journal, The Teachers' Institute, The School Bulletin, The Educational Gazette and Courant,*

Popular Educator, School Herald, School World, Journal of Education, Intelligence, School Bell and Educational News, with several others, are most frequently seen here. Other publications of the day furnish auxiliary reading. "*The Citizen*" is a paper that commends itself to an increasing patronage. Its circulation in every district, I was about to add in answering the previous question, would awaken more intelligent interest in citizen education. But what does not that include? All that concerns man—*nil humani alienum*. Ranging from the seed-corn to the sun that sprouts it, and seeking of the light its source, man finds the Father rewarding the faculties thus used to their purpose. Such a citizen is man fully educated. *The School Journal*, not only purely, but completely, educational, because it gives prominence to the moral and spiritual requisites of our complex intellectual and physical nature, is most welcome among our teachers. A perfect education has its supreme motive educator. The body politic, says Froude, must have a soul. Hear the philosophic historian: "Human improvement is from within outwards. A State which can endure must be composed of members who all in their way understand what duty means and endeavor to do it. Duty implies genuine belief in some sovereign spiritual power." Behold the education required by the State! People thus taught will have like legislators, of conscience and principle above all valuation. Honor, office, duty, worth, will be terms, the meaning of which will be known. Finally, on this point, put a purely educational paper in every school with this, in large letters, from "short studies on great subjects," and would you arouse an educational interest in public, trumpet it on every hill and in every valley: "the Maker of the world does not permit a society to continue which forgets or denies the nobler principles of action: truth, right, goodness, conscience, above riches, success, power or greatness."

Perhaps right here may as well be cited another conclusion of Froude pertinent to the purpose of these pages. Remember it is the historian criticising Spinoza's philosophy who is speaking—the historian who could say that "the poet is the truest historian; because he gives us whatever is properly valuable in history—not events and names, but emotion, but action, but life. He is the heart of his age, and his verse expresses his age. The thing itself is made present before us by an exercise of creative power as genuine as that of nature herself." He thus designates for us the indispensable main-spring of all school improvement. "If ever physical science is to become an instrument of intellectual education, a 'something' must first be infused into the lessons of nature; the sense of that 'something' infused in the material world—

Whose dwelling is the light of setting suns,
And the round ocean, and the living air,
And the blue sky, and in the mind of man;—
A motion and a spirit, which impels
All thinking things, all objects of all thought,
And rolls through all things. * * *

We go on to ask what [the subject-matter of physical science] is, and we are obliged to conclude thus much at least of it, that every smallest being was once a thought in its Creator's mind ; and in the study of what He has made, we are really and truly studying a revelation of Himself." It should be observed that this announcement of the active principle of all school improvement and educational progress is the result of research that incidentally discloses what produced the German Historical Criticism and furnished principles applied by Pestalozzi, Froebel and their co-workers, European and American. That research finds in Spinoza's "*Ex Dei * * * cognitione*" definition the "something" everywhere working ; ever at the virtual root of all progress—ever developing acorns into oaks, children into men, working wherever the laws of being reach, but ever waiting on all intelligence, waiting—this force, this motion—waiting on spirit recognition as a condition precedent and essential to all true human improvement, elevation and advancement. This is what makes the virtual, the actual ; this realizes the ever possible ; this recognition by the human mind of a higher "something" in life welcomes its cheerful greeting with the corresponding endeavor incited, the requisite and earnest of all true progress, educational or other. It is this in the papers taken by teachers that gives them their highest value. Supreme power, supreme mind, shall we call it in deference to any whose agnostic affection scientifically ignores the term "supernatural" ? Be it so. • The largest liberty of inquiry is given by our confidence in truth, in our assurance that

" The eternal years of God are hers."

Shall her only beacon fires, then, that thus claim to be lighted from heaven be extinguished on every mountain and plain, that we may the better fight the battles of enlightened freedom in the dark ? No such fellowship with nihilism can we have, and live. No retreat or hiding place for prowling dynamiters can we be, and prosper. No abode of anarchists, nor countenance even, can we afford or permit, unless it be our duty and business to cherish a viper in the bosom of America that shall sting us to death. Self-sacrifice for man's sake we gratefully salute with *te deum* of praise and gladness ; but a self-sacrifice for viper's hire would be traitorous suicide. Let all such get again to their own place, or vanish somehow speedily. Other climate than our tempered American is theirs. All honor to Chicago's brave policemen. Their survivors and families are nobly entitled to freedom's grateful support and benefactions. As for their murderers, in deed or will, let the hireling tongue of star-route infamy champion their cause, and slaver them over if it will ; fit task for the prim and brazen imp of blasphemy running riot, toothsome work how meet for Satan, most eloquent, gilt-edged orator, let loose in America. But the enlightened sons of freedom, in the name of their fathers' heaven thus mocked and vilified, having shown the world what we think of dissension promptly demand, and as sharply as the summons at Ticonderoga in the name of the great

Jehovah, that bloody-handed infidel anarchy shall instantly cease from our midst, because instinctively known as a deadlier foe than even slavery proved. Trust in the God of our fathers, their Protector and Friend, is none the less since He heard our prayers, upheld our arms, crowned our labors and shaped our re-union through the long and fearful agony of the nation, which some of us yet living shared, and compared with which the Revolutionary war was but an infant's struggle. From the lakes to the gulf, from ocean to ocean, our latest discipline of Providence has spread through all the members of this towering nation a deep and grateful sense of His goodness and mercy, and drawn the hearts of a vast majority to Him in more loving and intense devotion.

Has all this the most direct, immediate, practical bearing on the questions of education that demand our attention? Let us see! Bad as too many books and papers are, is it not largely due to an enlightening press that we are already hailed as a people among the foremost? Are not educational papers bringing home this light, purely, efficiently, into our schools? Manifold as are the perils of foreign immigration streaming in upon us, can any thing but a right education, moved by the right spirit, avert them? Are we equal to the task? Is our home work done under a due sense of what is required of us? Or, again, are we aware of other and nearer perils besetting us? How the avarice of wealth is killing the love of all manlier things? How fatally material studies may tend to "science falsely so-called?" How easily practical life degenerates without its necessary light let in from above? What hindrances to teaching come from home and surroundings? How rarely our child nature is known, or valued, or treated aright? How vain are the best provision and methods, or legislation unless duly applied? Above all, how futile will be found the tinkering of any structure on a false or rotten foundation? If we are aware of these facts as to our great agent of civilization, I need not here explain why the answering of your questions in their order has, thus far, shaped my expressions accordingly. I state facts as they are, with intimations of what they should be, and how we can make them such. What do we want? Why? And how can we best get it? Are the questions. We are getting at the how just now; with spirits roused, and the lights of all good educators shining on our subjects; the one living truth of man's improvement recognized by each and all, let's hear the many-minded voice of him who holds the mirror up to nature:

My reformation, glittering o'er my fault,
 Shall show more goodly, and attract more eyes,
 Than that which hath no foil to set it off.
 And Coleridge, rising, hangs aloft our picture's background deep —
 Forth from his dark and lonely hiding place,
 (Portentous sight!) The owlet atheism,
 Sailing on obscene wings athwart the noon,
 Drops his blue fringed lids, and holds them close,
 And hooting at the glorious sun in heaven,
 Cries out, where is it?

Were there no cry agnostic like this, or of evolution or materialism, dangerous to the unwary when echoed by scientists, so-called, less occasion there might be for education to note its source, its character, and its home-bred tendency to darken and to deaden.

Its disguises must be torn off, its sophistry shown up, its impudence in presuming to stalk upon the platform and abuse the gift of speech in both traducing the Giver, and endeavoring to seduce His children from their allegiance to truth, must be openly rebuked, as the intelligent demand of the living universe of God. There can be no parleying with such foes, innocently on our part. We have seen how promptly educated freemen can part with anarchy; we have been taught how impossible it is for enlightened freedom to dwell together with slavery; and can we hesitate what to do with this other specimen of the progeny of the father of lies, as much blacker and worse than both those two together, as total darkness is blacker than twilight? "Not one moment," answers the flashing, beaming light of all vital education on earth. In that hesitation lurks the evil to be exorcised. Light banishes darkness. Ignorance and disbelief are but the trailing garments of the vanishing night of atheism. Deal with the foe as did the hero of Ticonderoga. You find the miscreant in like plight, and as reluctant. But your bidding in the true Name and authority succeeds; and government righted, humanity served, all agents of the good, seen or unseen, and, over all, their Author, hail you as their companion, going on rejoicing. If such heroes for the promotion of our education, or such heroic treatment of its foes or disorders be needful for its improvement, is there no inspiration in the companionship suggested, no truest reward or benefit of character in its consciousness? Other commissioners have dealt with the details abundantly well. Their views of expedients and amendments are before you. The ordinary aspects of your every subject of inquiry have been fully presented. The combined experience and intelligence of your subordinates throughout this State are worthy of most respectful consideration by the Legislature and by all people of the Commonwealth. Why should I then merely repeat what they have better said? In deepest sympathy with the lowliest and the loneliest workers in our great field of labor, I am writing in honest hope of approval by the highest. Hear, ye lowliest, hear ye not the cheer of your Master? Ye loneliest, in the most secluded school, a Presence is with you, self-demonstrating as the light, within the room or without, self-proven in all life organic, and proclaiming itself, as in song of bird, from each human form, by speech and word. To recognize this Presence, with and in us, is human intelligence ours. As thought requires a thinker and its expression a present actor, to find ourselves testifying to ourselves an intelligence above ourselves whereof we are the conscious partakers, is to lay a living foundation of a living education where it belongs. Are we intelligently building on this foundation, is the question, to my mind, that underlies all others proposed. A system thus founded and constituted is re-

generative from within. Each solitary teacher, wherever placed, is in the conscious presence of the encouraging Teacher of teachers, with the volume of nature tributary to their one purpose, and opening at their harmonious will and pleasure in benefit of each living concrete object of their co-operative training. There is an end of all loneliness. There is a conscious fellowship of work that makes the lowliest service sublime. The purpose of education discloses itself. The formation of character becomes its end and aim. And, reserving for another opportunity the working out of the proposition here only indicated, our whole argument, for the present, is summed up in these few words of the Master and Elder Brother: "My Father worketh hitherto, and I work."

As a slight alleviation of my regret at finding that I have left myself neither space nor time for unfolding the most important closing portion of my theme, I cite here the lines of Whittier. To get our guides of children into the state of mind reached by him in what perhaps too many, not daring to hope, think it folly to try to get out of the dark at all.

We older children grope our way
From dark behind to dark before ;
And only when our hands we lay,
Dear Lord, in Thine, the night is day,
And there is darkness nevermore.

CONCLUSION.

Let the next be imagined as said in concert by the children of New York State, only, and the Normal school pupils all in view of teaching take the fact as a theme for most thoughtful discussion.

"Reach downward to the sunless days,"
* * * etc., etc.

COURSE OF STUDY.

I beg to adopt Commissioner Parsons' propositions as my own.

With thanks, etc.,

DANIEL WASHBURN,
School Commissioner.

WEST BURLINGTON, *November 25, 1886.*

PUTNAM COUNTY.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—In compliance with your request expressed in your circular of October 22, the following report is respectfully submitted, in addition to the statistical and financial reports already sent.

SCHOOL IN EVERY DISTRICT.

A school has been maintained in every district for at least 28 weeks during the year. The schools in the larger districts and villages show a decided improvement, but I think the smaller rural districts do not show the improvement that their opportunities warrant.

There are 60 schools with 74 departments in this commissioner district.

VISITS.

During the year I have made 113 visits and several calls.

I have granted and renewed 11 first grade, 39 second grade and 30 third grade certificates.

In visiting, I give my time principally to those schools in which fallacious ideas in school work exist, or where beginners are teaching. Those schools that merit commendation only I do not visit so often. We have several schools that deserve special notice, for in them is illustrated the improvements in methods of teaching, and excellent results are shown. As the people are educated to a proper appreciation of good schools so the schools improve.

Of the 74 teachers now employed 4 are licensed by the State Superintendent, 10 by Normal schools, and 60 by the school commissioner.

CONDITION OF SCHOOL BUILDINGS.

Steps have been taken that insure the building of new school-houses in Nos. 3 and 4 of the town of Carmel. District No. 1, Patterson, has just completed an additional room and hired an assistant teacher. People see that proper out-buildings and pleasant school-rooms well furnished and kept neat are strong educating forces, and help to give the moral culture that is so much needed. I hope the day is not far distant when new buildings, free from the disgusting marks made by those whose natures are depraved, will take the places of those now in existence.

TEACHERS' INSTITUTES.

Too many of our teachers while they have "moral character" and "learning," have not the "ability" to teach. They do not know how to go to work to properly organize and manage their schools. They have too many classes, and consume the time in asking questions from the text-book, instead of *teaching*.

The best means of special preparation for the greatest number of teachers is the teachers' institute. The late law requiring schools to be closed when the institute is in session proved successful at our last institute. While the institute is of great service to many teachers, yet there are several who do not get its advantages, as they teach only in winter, when the institute is not in session. Our last

institute, held at the Thompson House, Lake Mahopac, a place that is exceptionally well adapted for such gatherings, was conducted by Dr. John H. French and Professor S. H. Albro. It was largely attended, and much interest manifested. My opinion in regard to the value of teachers' institutes has been too often given to need further comment.

ASSOCIATIONS.

Our county teachers' association exerts an influence for good. Two meetings were held during the year, one at Brewster and one at Mahopac.

IRREGULARITY OF ATTENDANCE.

Full success in school work is seriously hindered by irregular attendance. By it classes are disorganized, teachers become discouraged and great harm is caused to the school. When a pupil is absent from his class, it makes a break in his road that cannot be repaired without injury to the classes and the school. Frequently, when from this cause the pupil has not been able to keep with his class, and put in a lower one, the parents blame the teacher. In some cases it is unavoidable, but in most cases I believe it unnecessary and inexcusable. The adoption of weekly report cards, which makes the standing of the pupil depend on regularity of attendance as well as on scholarship, has been useful in several districts to help correct this evil, as it keeps the subject before the parents.

PHYSIOLOGY AND HYGIENE.

The fact that the study of physiology and hygiene was taught in every school but one, gives the idea of the manner in which the law is complied with in this county.

INEQUALITIES IN TAXATION.

Inequality in taxation is a cause of discord in many districts. In several cases neighboring districts have very unequal rates of taxation. In two adjoining districts the rate of one is nearly four times that of the other. This unjust inequality might be entirely avoided by a township system instead of the district system; or it might be remedied by appropriating more public money. The township system is far preferable for the rural districts. With this system, let the boundaries remain for attendance. Then the fuel, furniture and school apparatus can be purchased for the town at once, repairs will be made more promptly and properly, good teachers will be retained, and all the children of a town will receive equal advantages.

NORMAL WORK.

The 10 teachers who are graduates of Normal schools are doing very excellent work.

APPARATUS.

I would suggest that a law be passed empowering the school commissioner to order the trustee to purchase apparatus, not to exceed \$25, for the use of their respective districts, the same to be a charge upon the district.

UNIFORM EXAMINATIONS.

I believe that the examinations should be made uniform throughout the State, and the questions furnished by the Department of Public Instruction. My reasons for this were given in a former report.

Thanking the Department for many favors and courtesies extended, I remain,

Yours very respectfully,
JAMES A. FOSHAY,
School Commissioner.

CARMEL, *December 2, 1886.*

QUEENS COUNTY — FIRST DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—In compliance with your request, I submit the following, in addition to the statistical and financial reports already forwarded to the Department :

IN A FLOURISHING CONDITION.

Under my charge there are 41 districts and 47 schools, including 3 used separately for the colored children. Two in the town of Oyster Bay are joint districts, having school-houses in this county.

During the past year I have visited these schools from one to six times, and have the great pleasure of reporting them, without a single exception, in an excellent condition, and supplied with well-qualified teachers. Flushing public schools, having every convenience, handsomely furnished, and heated by steam, are a munificent gift to the cause of education from a generous, enlightened community. Its efficient corps of teachers, under the superior management of Superintendent Pardee, ranks this school among the best in the State.

WORK OF THE YEAR.

I have engaged in no other business during the past year than that called for by the duties of my office. I still keep every Satur-

day as an office day. I have from time to time held meetings with trustees and boards of education in the different districts to consult modes of improvement in furniture and buildings, or discuss important affairs relative to school or district matters. I have held three public examinations at Flushing, 48 private ones at my office and other places suitable to applicants for teachers' certificates, and also one examination for free scholarship to Cornell University. My examinations are conducted in the same manner as reported last year. I have made a thorough investigation of the district boundaries of the three towns under my charge, and I am at present making arrangements to have them properly filed in their respective town clerks' offices. I have distributed promptly all papers received from the Department and used every means in my power through circulars and printed notices to bring before the public all educational matters requiring publication. I have carefully inspected all the buildings belonging to the different districts under my charge, and used every endeavor to make them healthy and comfortable. I have filled the places of principals who have been taken sick, and I have also spent considerable time in schools where drill and suggestions in school management were necessary to guarantee success to inexperienced teachers. I have attended to the clerical duties of my commission besides running over the different surveys of doubtful district boundaries. I have attended teachers' meetings, etc.

LICENSES AND TEACHERS.

I have granted 35 first class, 42 second, and 32 third grade certificates. Only 5 were promoted from second to first, and 3 out of that number were college graduates. A majority of those holding first grades are graduates of colleges or Normal schools, and all average over six years' experience as thorough, well-disciplined teachers. Of the second grade I have promoted 8 from third to second. Excepting a few third grade certificates, 8 second and 5 first, the certificates have been renewals.

There are 124 teachers employed in my district. Out of that number only 19 are males. One hundred and ten hold local licenses, 10 are New York State Normal graduates, and 4 have State certificates.

There is a marked improvement over last year in both teachers' work and school buildings.

The present system of hiring and discharging teachers is very unsatisfactory. I have noticed that where trustees or boards of education have selected teachers from competitive examinations, or through the State Superintendent's or commissioner's recommendation, such selections seldom fail to be other than satisfactory; but when low price, selfish motive or charity prevails, inefficient persons generally are found at the teacher's desk.

SCHOOL BUILDINGS.

Since my last report nearly every school district under my charge has made some improvement in either buildings or school furniture. I consider the present laws well adapted for the demands for improvements. District expense is purely a local matter, and if evils exist from school indigence, there is no enlightened community but will, as soon as it has been made cognizant of the facts, be ready and willing to go to any reasonable outlay to correct those evils in order to promote the health, comfort and educational interests of its public school. With the improvements of the past year our buildings and furniture can compare with any other commissioner's district in the State for comfort and educational facilities. Conspicuous among these improvements, Whitestone and Great Neck have erected superior additions to their school-houses. Great pains were taken to make the Whitestone building as comfortable and healthy as possible, and the board of education and several leading citizens of the place acted in a commendable way to bring about the desired results. Great Neck appropriated over \$1,500, and Whitestone over \$7,500 to cover these necessary improvements.

TEACHERS' INSTITUTES.

Teachers' institutes in Queens county are always schools of excellent drill in methods of imparting to the young mental and moral culture, and yet considering the short time and great expense attached to it, the teachers of my section do not feel satisfied with the results. Since our last institute I have talked with different educators in relation to allowing association work to take the place of the present institute system. I find it is entirely incompatible to the wishes of the teachers. I believe that if certificates from the present "State Teachers' Reading Circle" were legalized and institute week devoted to examinations and lectures on the year's reading matter, nothing could bring forth better results or awaken a more lively interest in our professional work.

THE TEACHERS' ASSOCIATION

has an intrinsic value peculiar to itself. It is supplied with invaluable home talent and guided by purely sectional motives. If interfered with by State or matters of a broader general character it would surely become staid and prim, lose its *naturalness*, and deprive our profession of many beneficial results brought about by its sociability and interesting yet professional home talks.

LIBRARIES.

There are not fifteen good libraries in all the districts under my charge. Books are valuable friends to both young and old, and a good library has often been the means of making not only a good school but a refined community. Some regard is due to the general public,

and the Legislature should direct its attention to our public libraries as a medium for district (as well as a help to the school) culture. Still the "cause" is in the hands of the general public, and teachers should be effective and enthusiastic agents, both in the school-room and out, to arouse and keep alive true interest in a cause so potent that its failure or successful diffusion means either a nation's ruin or prosperity.

SUGGESTIONS.

Each district should own its school building and site.

Ample provisions should be made for our district libraries.

An act should be passed adopting the "township system."

The State rate should be raised.

Examinations for teachers' certificates should be made uniform throughout the State.

The hiring or dismissing of teachers by trustees should receive the approval of the school commissioner.

Certificates from the "State Reading Circle" should be legalized and a year's reading of the "Circle" form the base of institute work.

There is not a single active, efficient teacher in my district but depends, in a measure, on the educational journals for help in the school-room.

GRADUATES OF STATE NORMAL SCHOOLS

make the best teachers. All of the theories of such an institution are highly adapted to practical school work. Still a teacher is born not made. Scholarly attainments and professional tutoring all fail unless bestowed upon the right spirit. The refined, natural teacher can be readily noted. Watch his work and its results. In an inconceivably short time he will impart a stock of knowledge that will associate itself with all the after-pursuits of a child's life. By carefully shunning all forms of ignorance himself his actions alone seem to engraft good substantial habits, to infuse wise principles and to subject those under his tuition to thorough and efficient training. Yes, I candidly believe that the natural influences of a cultured and real teacher, it matters not where he received his education, will surely have methods peculiarly his own — methods that will have a wonderful force and character to diffuse that knowledge so often spoken of as the direct foot-stool of God, and so especially ordained by that bountiful Omniscient One, to scatter innumerable joys along our pathway of life. God has blessed our schools with many such teachers.

Thanking you for the many acts of kindness shown to me during the past year, I remain,

Yours respectfully,

EDWARD T. ALLEN,

School Commissioner.

MANHASSET, *December 1, 1886.*

QUEENS COUNTY—SECOND DISTRICT.

HON. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—In compliance with your request, the following report of what has been done in this commissioner district during the past year is herewith respectfully submitted :

NUMBER OF SCHOOLS.

There are in all 43 school districts and 46 schools, of which 43 are under the commissioner's supervision, and 3 (2 in Jamaica village and 1 in Hempstead village) are organized and governed by the provisions of special enactments.

OFFICIAL VISITS.

I have visited all the schools within my jurisdiction once, some of them three times and others four times, since my last report, and intend to complete the circuit for second time before the close of the year.

FAITHFUL TEACHERS.

The teachers, with very few exceptions, have worked intelligently and faithfully, producing satisfactory results.

EXAMINATIONS.

I have held 4 public examinations, 3 in Jamaica and 1 in Hempstead. Those in Jamaica were the regular annual examinations and were well attended; in fact the readiness and promptness with which the teachers of this district respond to the call for an examination cannot be too highly commended.

EDUCATIONAL JOURNALS.

I am unable to state positively whether any of the teachers read educational journals or not, but this I can say, that a comparison of this year's examination papers with those of last year convinces me that they both read and study profitably.

LICENSES.

I have licensed 95 teachers, graded as follows :

| | |
|-------------------|-------|
| First grade | 10 |
| Second grade..... | 41 |
| Third grade..... | 44 |
| | <hr/> |
| Total..... | 95 |
| | <hr/> |

This showing, as compared with last year's record, indicates very substantial improvement.

CONDITION OF SCHOOL BUILDINGS.

Some very important improvements in school buildings, their furniture and surroundings are being made in this district.

In Hempstead, district No. 14 has decided to erect a building at Valley Stream for a branch school and I have approved the plan. And district No. 23 is making additions to its school building, estimated to cost \$5,000.

In Jamaica village (district No. 4) a well-built and commodious school-house on a good site has been recently opened and occupied by the colored school.

In Newtown, district No. 2 has voted \$12,000 for a new school building, and district No. 9 is looking for a site on which to erect a building that will comfortably accommodate its children.

TEACHERS' INSTITUTE.

The Queens county teachers' institute was held in Hempstead village during the first week in May last.

So far as suitable accommodations, the attendance of teachers, the hospitality of the people, and the weather were concerned, the institute was eminently successful.

Some real good was, without doubt, accomplished, but still greater and more lasting good could have been done if the institute had been divided, held in each commissioner district, and thoroughly practical instruction in class-room work given for the benefit of primary and intermediate departments by the older and more experienced teachers.

By all means, let us have the institutes held in commissioner districts. The teachers will all enlist in favor of good solid work.

We had so many teachers and visitors present at our institute, that had not the village people generously supplied me with the funds to hire and take care of the largest hall in the place, we should have been sadly cramped for room.

The State compels teachers to attend institutes; it should, therefore, provide the means for making that attendance in the highest degree profitable.

NORMAL GRADUATES.

As to Normal schools and their graduates, I think we need more of both. The Normal graduate is generally a successful teacher.

A SUGGESTED CHANGE.

One change in the school law should be made — the time of holding the annual school meeting. Why the change from October to

August was ever made is something I have not yet been able to comprehend.

And now, in conclusion, please accept my sincere thanks for kindnesses and courtesies extended to myself, and believe me

Yours respectfully,

JAS. B. CURLEY,

School Commissioner.

HEMPSTEAD, *December 1, 1886.*

RENSSELAER COUNTY — FIRST DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction:

SIR.—In compliance with your letter of the 22d ultimo, the following supplementary report is respectfully submitted:

My work for the year ending August 20, 1886, was based upon the general plan laid down in my report of 1885, a printed copy of which was placed in the hands of each teacher and trustee.

I made 195 official visits, reaching twice each district within my territory. In the course of these visitations I met most of the trustees, and induced a majority to accompany me to their respective schools. It has been my endeavor to arouse and sustain the interest of trustees and parents in school work, and it is a pleasure to note that, in many cases, pressing needs of districts have been met. Results are not entirely satisfactory, but faithful service will doubtless enable me to report more favorably next year. The change in the law by which trustees are authorized to expend, for school apparatus, \$15 each year will bring about further progress.

Several school buildings have been rebuilt; others have been repaired; forty-five districts have purchased charts; many schools have been supplied with new dictionaries; small county maps have been generally distributed; and in rural districts, 50 black-boards, which were entirely useless, have been repaired and made fit for service during the year.

STATISTICS.

The following table of statistics shows the general condition of the schools of this district; the number of teachers employed, the time of service, the average wages per week, the number of pupils by last census, and the average daily attendance, the number of school-houses, the value of school-houses and sites, and the assessed valuation of property taxable in the district:

| | Number of districts. | Number of children between 5 and 21. | Average daily attendance. | Number of teachers employed. | Average time school was kept in weeks. | Average wages per week, winter term. | Average wages per week, summer term. | School-houses in county. | Payments, year ending Aug. 20, 1886. | Value of school-houses and sites. | Equalized assessed valuation of property. Journal board of supervisors, 1885. |
|-----------------|----------------------|--------------------------------------|---------------------------|------------------------------|--|--------------------------------------|--------------------------------------|--------------------------|--------------------------------------|-----------------------------------|---|
| Brunswick... | 14 | 1,005 | 368.511 | 16 | 35.85 | \$9 16 | \$8 13 | 14 | \$8,852 58 | \$20,010 | \$3,149,433 |
| Grafton... | 11 | 1,486 | 152.773 | 11 | 29.09 | 6 16 | 5 73 | 11 | 2,087 27 | 3,000 | 348,153 |
| Hoosick... | 23 | 3,007 | 1,560.376 | *53 | 32.72 | 9 23 | 9 07 | +25 | 29,277 63 | 71,379 | 6,495,964 |
| Lansingburgh... | 2 | 3,218 | 1,054.501 | *31 | 39.50 | 10 36 | 10 33 | 5 | 23,879 21 | 48,000 | 5,810,537 |
| Petersburgh... | 11 | 496 | 175.647 | 12 | 30.36 | 6 39 | 5 98 | 11 | 2,571 21 | 5,600 | 749,752 |
| Pittstown... | 17 | 1,304 | 490.978 | 20 | 32.77 | 7 89 | 7 30 | 17 | 7,199 02 | 15,135 | 3,103,430 |
| Schaghticoke... | 16 | 928 | 350.477 | 18 | 32.43 | 8 37 | 7 73 | 14 | 6,539 84 | 20,000 | 2,820,491 |
| Total.... | 94 | 10,444 | 4,153.263 | 161 | 33.25 | \$8 22 | \$7 75 | 97 | \$80,406 76 | \$183,124 | \$22,477,760 |

* Not including superintendents in Union Free School district, No. 1.
† Including small frame building, district 9, Hoosick, not reported in abstract.

A comparison with the corresponding table for last year shows an increase of 229 in average daily attendance, although the number of children reported of school age is less by 143. There is an increase of 4 in the number of teachers employed, and the average amount of wages paid is a little higher. Many small and weak districts, however, still lead their wealthy but penurious neighbors both as regards wages and the qualifications which are sought in teachers.

SCHOOL BUILDINGS.

Of the 97 school-houses in this district, 81 are frame, 15 brick, and 1 stone. Fifty-two are new or at least very well preserved. They have suitable out-buildings, and are provided with patent desks. Of the 45 remaining, 11 are in fair condition, 29 are in stages of dilapidation, requiring more or less outlay: 4 need extensive repairs at once, and 1 should be condemned. In the construction of school-houses, ventilation has not been sufficiently regarded, and many schools, even of the better class, are without any special provision in this respect. In such cases careful teachers change the air during all intermissions, but find it difficult at any other time without exposing the children to draughts. The teachers must exercise great care if the evil effects of impure air are to be avoided. Again, trustees generally show too little regard for the cleanliness of out-buildings. Teachers are careless as to their condition, and fail to enforce necessary regulations concerning them. The suggestions from the Department, for preserving health of teachers and pupils, are excellent. I trust that I shall be able to report progress in this respect next year.

I keep on hand plans for school-houses, and am ready, when requested, to furnish, free of charge, working drawings and specifications with an estimate of probable cost of construction.

In this connection, allow me to suggest that school commissioners should have power, subject to an appeal to the Department, to condemn unfit school-houses without the concurrence of supervisors. The fact that few supervisors are willing to act with commissioners accounts, in a measure, for school buildings which are wholly unfit for use and not worth repairing. The amendment suggested would give the final decision to an impartial judge.

LICENSES.

I have granted, during the year, 3 licenses of the first grade, 60 of the second grade, 110 of the third grade, making a total of 173. Examinations have been based upon the directions contained in the Code of Public Instruction (1879), pages 140, 142 and 143, adding thereto subsequent amendments relating to this subject. The supply of teachers in this district is a little in excess of the demand (161 quotas, 180 teachers). Although under the present lack of a definite and uniform system throughout the State, many applicants fall far short of your requirements, and some incompetence is inevitable, yet

justice demands, and I have endeavored to select the best of the material at hand. Candidates for schools, even in small and weak districts, should meet the requirements (for the third grade licenses at least), whereas all who expect to teach in larger and stronger districts should be held strictly to these requirements.

I have distributed freely throughout the county printed notices relative to the granting and gradation of licenses, and subsequently have not been so much annoyed by applications from the incompetent. Heretofore I have given private examinations when desired. I have carefully noted the deficiencies of applicants, and, having made suggestions with reference thereto, have often held a second private examination.

NORMAL SCHOOLS.

In addition to those who have taught under my license, 17 Normal graduates and three holding State certificates have been employed. As stated last year "a Normal school diploma is *prima facie* evidence that the holder will teach a successful school, and many graduates are doing good work in this district."

It would be difficult, *ceteris paribus*, to overestimate the value of special preparation for teaching. Nevertheless success must depend largely upon natural teaching capacity, and a thorough and comprehensive knowledge of the subject-matter taught. On the one hand, the reputation of our Normal schools suffers through graduates who lack teaching capacity; on the other, through those who have entered upon professional training before any stable foundation has been laid in the common branches of study. I have recommended, during the year, 10 as candidates for the Albany and three for the Oswego Normal School.

TEACHERS' CLASS, LANSINGBURGH ACADEMY.

In accordance with chapter 318, Laws of 1882, I was present at the final examination of the winter class, and reported to the Regents according to section 2 of this act. This examination was supplemented by my own, and my certificate was issued to those members of the class who were successful and desired to teach.

Principal C. T. R. Smith proposes to adopt the "uniform course of study for the ungraded schools of Rensselaer county," referred to below, as a basis for the instruction of future classes.

ABSTRACT OF THE PROCEEDINGS AT THE TEACHERS' INSTITUTE, HELD IN GREENBUSH DURING WEEK OF NOVEMBER 15, 1886.

The institute held at Hoosick Falls during week of October 19, 1885, was reported last year.

The second institute was held at Greenbush, beginning November 15, 1886.

The county teachers met in general session Monday, November 15, at 2 p. m., and adjourned Friday, November 19, at 4 p. m. 236

teachers were present at the opening ; 280 were registered Tuesday ; 300 were in attendance some time during the week, though directions from the State Department forbid registration later than Tuesday morning.

School trustees will note that each teacher is now required to register his or her own attendance. The slips are to be signed by the teacher, certified by the commissioners and sent to the trustees as the basis for the settlement of teachers' wages for institute week. Teachers are not entitled to full pay unless their certificates show that they have attended every session, evenings excepted.

The institute was conducted by J. H. French, LL.D., Prof. H. R. Sanford and Prof. S. H. Albro.

During the first hour of each half day and during the evening exercises, the teachers met in general session. The rest of the time was devoted to work in two sections. In one the teachers of the ungraded schools discussed a printed "Course of Study," and other work suited to their needs; in the other the work was adapted to graded schools, and schools having two or more teachers.

It was found that the teachers were as evenly divided numerically, by this line, as they would have been under a separate institute in each commissioner district, while an opportunity was given for the different lines of instruction which the teachers of the two classes of schools require. With a definite program, outlining a systematic course of instruction for the week, it is believed that the best results would follow from this general plan. It will necessitate, however, careful study and joint preparation on the part of the institute faculty.

Below is given a brief summary of the subjects discussed by Dr. French :

General session. — Class records, etc., as contained in the back part of the school register. These records must be kept. This matter is not optional with the teacher, but mandatory. Review work should not be done at set times, but at the end of a subject. Teaching should be by subjects, not by pages of a book.

Graded section. — The advisability and feasibility of a uniform course of study for the graded schools of the county. The subject received due consideration from the principals and teachers of the graded schools, but no uniformity of opinion prevailed. Two different plans were suggested—voluntary co-operation on the part of principals and boards of education, and secondly, regulation by State authority.

Graded section. — Fundamental principles in process of acquiring knowledge. 1. All knowledge of externality must come through the senses,—in other words, the senses are the avenues to the mind. 2. A complete knowledge of laws and principles is acquired by the aid of the reflecting powers.

Ungraded section. — Dr. French spent most of his time with the ungraded section in discussing the printed course of study submitted by the commissioners. Valuable suggestions were offered to aid in

the classification of ungraded schools. It was shown that the number of classes would not be increased by following the course of study; that such a course had proved practicable in other States and other counties of this State, and was practicable in Rensselaer county. It was through the excellent instruction of Dr. French, and the free discussion which followed, that the teachers were enabled to report so favorably upon this

UNIFORM COURSE OF STUDY FOR UNGRADED SCHOOLS.

A printed course of study, based upon those which have proved successful in this and other States, was submitted by the commissioners to the teachers of the ungraded schools of Rensselaer county, and November 19, 1886, was adopted by unanimous vote, 95 per cent. of all said teachers being present.

The value of a course of study, as a general guide, sufficiently elastic to meet the varying needs of different localities, would be great, especially when teachers are young and inexperienced. This course, which follows the general plan of that in use in Onondaga county, supplies a need long recognized. It gives the outline for a solid common school education, and introduces practical work for those who are forced to leave school early in life. It forces teachers to pay some regard to the natural order and relative importance of different studies. It will be more efficacious than class records to check the evils caused by frequent change of teachers. My knowledge of the condition of our rural districts convinces me that the Department should provide a course of study, and direct institute conductors to discuss its introduction before teachers' institutes. After a full discussion of the subject, experience has taught me that the main difficulties will disappear.

It is my intention to stereotype the course adopted, leaving blank for insertion of county and name of local school authorities. The editor of the *Rensselaer County Standard* will then furnish copies as ordered at cost of paper and press work.

Professor H. R. Sanford presented before both graded and ungraded sections the subject of method in reading. To each teacher was given a copy of his suggestions with reference to instruction on the subject. The question of development was discussed, showing that the names of objects, for example, must be given to the child, while the rules for performing a certain operation may, by an inductive course of reasoning, be developed.

Graded section.—Geography. Much time is wasted in learning unimportant things. Local geography should be taught first. Then we should begin with the globe and proceed deductively. Map-drawing was discussed and the use of stencil maps recommended.

Graded section.—Technical grammar. The uses of the infinitive. Teachers participated in the work and the discussion became animated and healthful.

Professor S. H. Albro began his work with a good talk in gen-

eral session on teachers who hold third grade licenses. His words applied not to those who hold such certificates by reason of inexperience, but to those who after years of experience fail to rise above that rank. Such teachers injure pupils, patrons and fellow-teachers, and should seek some other occupation.

Graded section.—Scientific methods — the inductive and deductive processes illustrated by a simple example in arithmetic. In the former we pass from the particular to the general, and by a sufficiently large number of examples establish a rule or principle. In the latter we pass from the general to the particular. This subject was illustrated more fully with the pendulum. The illustrations were clear, concise, and very satisfactory to the teachers.

The inductive method, so far as practical, was recommended for the following reasons:

- (1.) It is the natural method.
- (2.) It does not burden the memory with words that are not represented by facts.
- (3.) It inculcates the habit of relying on known facts rather than on statements of facts.

Graded section.—Number. A free interchange of opinion followed the question: "Shall we require a pupil to describe how he performs a process?" The comparative value of the empirical and rational methods was discussed; the one devoid of analysis and reason, the other based on them, but depending for its value upon the amount of synthetic work done. Every fact should have its logical place in a synthetic whole. Co-ordination and classification are all important facts in education.

Ungraded section.—The beginnings of the natural sciences — physics, physiology and hygiene.

A course in language was given in general session by local assistants as follows:

Paper.—Superintendent Edward Wait, of Lansingburgh.

To teach the science before the art is to walk backward. Art deals with the concrete, tangible thing itself; science with the abstract. Familiarity with correct usage should precede, in teaching, the principles which govern such usage. To this end give much work in writing letters, bills, receipts, etc. The object sought is clear analysis, understanding of the thought and its expression in good English. Superintendent Beattie, of Troy, closed the discussion upon the paper with a plea for "good old-fashioned grammar."

Paper.—Principal L. F. Robbins, of East Albany.

The increasing necessity of special drill in language work arises from the decay of the academies where the pupil was early taught the art of construction in the Greek and Latin translations. To meet this want the system of language lessons has been inaugurated. This system should begin in the lowest primary classes and continue to the perfected essay of the graduated pupil. The effort put forth by the pupil is two-fold; first, to clothe the thought of others, in-

volving mechanical construction of written sentences ; second, the evolution of thought upon any particular subject.

Class exercise.—First and second years — Miss Louise Bannon, of Hoosick Falls.

Pupils are led to give orally connected thought by reproducing simple stories told by teachers. The stories must be graded to the understanding of the pupils. To cultivate power of listening and ease in expression the pupils should remember the stories and reproduce them without questioning from the teacher.

Class exercise.—Fourth year — Mrs. C. W. Waters, of Lansingburgh.

Pupils of the third year were chosen to whom the work was entirely new.

Mrs. Waters began her lesson with a photograph of a group of children. She succeeded admirably in developing the statement as a "group of words that tells something." Written statements were obtained from each pupil, and the definition, as developed, was learned.

Class exercise.—Fifth year — Miss A. E. Wygant, of Bath.

Miss Wygant exhibited a painting to her pupils. Each was asked to state something which the painting portrayed. After talking a few moments with the pupils about the picture, it was taken away and each child was asked to write as much as could be remembered. The written work was read to the teachers by Principal Pye, and proved to be excellent.

Class exercise.—Eighth year—Miss Nellie M. Boothby, of Greenbush.

Miss Boothby gave an exercise in technical grammar, introducing adjectives and adverbs, and showing the excellent training of her pupils.

The papers, exercises and discussions upon this language work point out a definite line of instruction. The differences between language work and technical grammar disappear if we bear in mind that skill in the use of oral and written language is the aim of all language work ; ability to analyze, parse and criticise, the aim of work in technical grammar. The distinction places each in its own proper sphere, relegating technical grammar to the last two years of a common school course.

In addition to the course in language Miss Clara H. Richmond, of Schaghticoke, gave a most interesting class exercise upon method in geography, with a class of children from Schaghticoke. New York State was the subject chosen. The maps drawn by the pupils were excellent, as was also the moulding work.

EVENING SESSIONS.

Through the kindness of Mrs. H. R. Jolley, Messrs. G. H. Curren, D. H. Snyder and others, a very interesting musical program was provided for the evening sessions.

Monday evening, Levi Seeley, Ph. D., ex-superintendent of the

Lansingburgh schools, delivered a very instructive lecture upon "The German Schools." Dr. Seeley spent three years in Germany, visiting German schools, and meeting prominent educators. He thoroughly understands his subject, and his address shows the careful student and scholar.

Tuesday evening.—The Yellowstone National Park, illustrated by stereopticon, Prof. S. H. Albro.

Wednesday evening.—Hon. A. S. Draper, State Superintendent. Judge Draper first gave statistics—the number of school-houses in the State, their valuation, expenses of conducting the schools, number of children attending, average attendance for the year, weekly wages of teachers in town and city, etc. He claims that we are behind many States in general educational attainments. Teachers and school officers are too apathetic. Teachers are licensed too easily. Poor teachers crowd out the good. There should be more harmony, more uniformity in the different branches of our educational system. Hearty co-operation is essential.

Superintendent Draper closed one of the best addresses ever delivered to our teachers, by answering many questions on school matters.

Thursday evening.—Wonders of the Living World. John H. French, LL. D.

Dr. French's remarks were prefaced by an allusion to the great amount of trashy literature flooding the market. He hoped this would be driven away by literature of a better class. His illustrations of the remarkable rapidity of increase in the smaller animal kingdom, the wonderful sight of the hawk and eagle, the seeming reasoning power of the lower animals, would show that "truth is" indeed "stranger than fiction," and can be made more interesting to our young people.

Hon. Charles R. Skinner, Deputy Superintendent, gave a short address, outlining the policy of the Department, and touching upon institute work. The teachers of Rensselaer county fully appreciate the kindness of the Department during this institute.

The commissioners are indebted to Principal Geo. W. Pye, of Bath, and Mr. J. Pardon Wells, of Lansingburgh, for the report of the institute proceedings; to Mr. James White, of East Albany, for perfecting the roll of attendance.

At the closing session, the following resolutions were unanimously adopted:

Resolved, That the teachers of the north and south districts of Rensselaer county, having carefully considered the question of separate institutes in each commissioner district, in accordance with the suggestions of State Superintendent Draper, are unanimously in favor of a joint institute with separate sections for graded and ungraded work.

Resolved, Furthermore, that as regards institute work by local assistants we heartily concur in the suggestions made by Superintendent Draper.

COUNTY TEACHERS' ASSOCIATION.

A meeting was held in Troy May 21 and 22. Class exercises were given as follows:

Penmanship.—Mr. D. F. Winkleman, Jr., Lansingburgh.

Music.—Mr. Geo. F. Green, Troy.

Combination of Numbers.—Principal E. A. Fry, Troy.

Dr. R. H. Ward, of the Polytechnic Institute, delivered an evening lecture on "The Aristocracy of Plant Life;" Miss Julia R. Angevine, of Troy, gave some recitations; and Principal W. E. Mead, Troy High School, read a paper on "English Literature as applied to Reading."

The home studies for 1886 were discussed. Carefully prepared answers to the questions for home study, embracing physiology, school law, grammar and arithmetic, were received from about two-thirds of the teachers of this district.

Professor C. T. R. Smith was elected president for the ensuing year, and Principal Pye, of Bath, was appointed chairman of the committee upon home studies.

A second meeting was held at Greenbush, November 19, 1886. The home study questions for 1886-1887, prepared and printed by the committee, embracing history, banking, physiology and literature, were distributed among the teachers.

CORNELL STATE SCHOLARSHIPS.

The following information was published in due season:

Under the laws of the State of New York, Cornell University must receive annually, free of any fee for tuition, one student from each Assembly district. Said students are to be selected by competitive examination under school commissioners, or city boards of education, and are entitled to receive instruction in any or all the branches of study prescribed by the University. Rensselaer county has three Assembly districts, and is, therefore, entitled to three of these State scholarships. Rensselaer county has not availed itself to any great extent of the advantages of these scholarships. Certificates have been awarded without examination when there was no competition, and there have been many vacancies arising from failure of applicants to present themselves. It is to be hoped we shall have our full representation next year.

The law does not fix the studies for examination, but as all candidates for admission to the University (excepting those holding Regents' certificates or diplomas, certificates of State Superintendent, or Normal school diplomas) must pass the entrance examinations in arithmetic, geography, English grammar, plane geometry, physiology and algebra, the competitive examination should follow the same subjects.

Applicants must have received a part, at least, of their education in the academies and public schools of Rensselaer county, but it is

not regarded by the University as necessary that they should come from the different Assembly districts. They must be of good moral character and at least 16 years of age, or if women, 17. The *Cornell Register* gives full particulars as to the advantages which the University can offer and the requirements for admission to the different courses of study. It will be forwarded on application to the treasurer of Cornell University, Ithaca, N. Y.

The competitive examination was held in Troy with six applicants present. Mr. T. Hewitt Cooley, of the Hoosick Falls High School, was selected as the candidate for the year from this Assembly district.

DEFECTS IN OUR EDUCATIONAL SYSTEM.

Although intelligent persons must recognize special merits in the common school system of this State, yet they cannot fail to detect defects by which its efficiency is greatly restricted. While the needs of larger graded schools in cities and villages are not so apparent, and if stated might provoke discussion, these defects are readily seen and generally acknowledged in our provisions for schools in rural districts. Although progress has been made, particularly during the efficient service of Hon. Wm. B. Ruggles, yet as years go by, certain defects become more and more apparent, and necessitate more satisfactory action. Remedies have often been suggested, yet the defects remain to distinguish that administration under which they shall be met.

If schools in rural districts are to improve generally, there must be an approximate equalization of local taxation for school purposes through the township system, or by an increase in the State tax. Although taxation is a burning question of the day, and presents many difficulties, yet in no case is there greater injustice shown than in the present system of local taxation for school purposes. It has been proposed to abandon the apportionment of moneys on the basis of residence; to set apart the library money as a fund for weak districts (Hon. Jas. E. Morrison); to repeal or amend special acts by which salaries of superintendents employed in certain cities and incorporated villages are paid from State school moneys. These three things would be of some assistance though a mere drop in comparison with what poor and struggling districts must have if they are to live and grow.

The first vital need in our school system is an approximate equalization in local taxation. To effect this "the strong" must help to bear "the infirmities of the weak."

We need also a fixed legal standard of qualifications for eligibility to the office of school commissioner; definite requirements and uniform examinations for teachers. Under the present system of local taxation by which poor districts are forced to bear, relatively, the heaviest burdens, any system for such examinations, to be practicable, must be elastic. This difficulty disappears in direct proportion to the equalization of local taxes.

The second vital need in our school system is a uniform standard of qualifications for teachers and commissioners.

A uniform course of study, especially for our ungraded schools, should follow. These steps would suggest modifications in the manner of conducting teachers' institutes, which would, I believe, remove the opposition of principals and boards of education. Such action, furthermore, would check the evils arising from frequent change of teachers and irregular attendance of pupils.

In closing this report I desire to thank the Department for the uniform courtesy which I have received, and for the support which has added so much to the efficiency of my work.

Very respectfully yours,

J. RUSSELL PARSONS, JR.,
School Commissioner.

HOOSICK FALLS, November 24, 1886.

ADDENDA.

PROPOSED SCHOOL-HOUSE AT GRAFTON CENTRE.

In response to inquiries for plans for school-houses in rural districts (at a moderate cost), *at the suggestion of the State Department*, I append to this report, with the uniform course of study for ungraded schools, drawings, plans and general specifications for a school-house with two departments, size 40 feet by 25 feet.

As regards ventilation, lighting and modern conveniences, the plans follow approved ideas, while the general appearance of the building is ornamental, and would be a source of pride in any district.

According to a bid from a responsible contractor, the building can be finished for \$1,500. Including furniture, *i. e.*, patent iron-standard desks (60 pupils), teachers' desks and chairs, black-boards, wash-stands and bowls, heating apparatus, etc., also out-buildings, the school can be completed for \$1,700.

These plans were drawn for a *small district where two departments were desired*. *They may easily be applied by proportion to larger sizes.*

By reducing the dimensions to 22 feet by 32 feet (for small district where one room is desired), *this general plan can be followed at a cost of \$950; or \$1,080, including furniture and outbuildings*. These figures will decrease or increase according to the varying prices of lumber in different localities. In this case, vestibule and entrance should be changed from side to end of building; central partition should be removed; chimney should have two flues and should be placed at end of building opposite entrance; there should be but one cloak-room, and one fuel closet, number of doors altered to correspond; one ventilating register for chimney and one for school-room.

An excellent school-house, well finished, but more expensive than the above has just been completed in district 1, Brunswick. (Address Mr. Paul Springer, Troy.)

SPECIFICATIONS FOR SCHOOL-HOUSE.

School-house, 25 feet by 40 feet, outside to have a good substantial stone foundation laid in lime and cement, to extend below frost, and 20 inches above ground; ground about foundation to be leveled with slope away from building; wall to be pierced for four ventilating windows, as shown on drawing. If the nature of the ground require it, the foundation is to be under-drained, so as to leave the inclosed ground perfectly dry under all possible contingencies. The building is to be balloon frame; studs and posts 16 feet long, 3 by 4 inches, and 4 by 6 inches, respectively; studs 16 inches from center to center; floor-joists, 3 by 10 inches, 16-inch centers.

Three trimmers to run from front to rear of building, 6 by 8 inches by 25 feet, to be well supported at each end, and every six feet between, by strong chestnut posts, or stone foundations.

The story to be 14 feet between joists; ceiling-joists every 16 inches, 2 by 6 inches. The floor is to be of first quality spruce; not to exceed $4\frac{1}{2}$ inches in width and $1\frac{1}{4}$ inches in thickness, laid upon felt paper sheathing well tacked and lapped. Outside doors to be 2 inches thick, 3 by 7 feet. Inside doors, $1\frac{1}{2}$ inches by 2 feet 10 inches by 6 feet 10 inches. Four closet doors, 2 feet 8 inches by 6 feet 8 inches by $1\frac{1}{2}$ inches.

Window-sash, 32 lights, 8 by 10-inch glass, $1\frac{1}{2}$ inches thick, lip sash, and provided with cord and pulleys and sash locks. Windows in lobby and gables, 8 by 10 inches, number of lights shown on drawings. Also four dormer windows as shown on drawings. Chimney to be built of good quality brick with two flues, 8 by 12 inches, for stoves, and one ventilating flue, 8 by 20 inches, provided with a register in each room, set not more than one foot above the floor. The top to be provided with a suitable cap of stone, iron or earthenware. The flues are to be perfectly smooth inside, and the brick well bedded in good mortar, which should contain one-third cement, when it reaches above the roof. In addition to the ventilating flue 8 by 20 inches, and registers for each school-room, set in chimney not more than one foot above the floor, a register size 2 feet by 2 feet shall be set in the ceiling of each school-room with cord, so that said registers may be opened and shut from floor of school-room. The two gable windows shall be hung with substantial rod through center. Each window shall have a patent catch, and shall also be provided with a wire or similar contrivance for opening and shutting from floor of school-room.

The roof should be covered with clear spruce or good pine shingles, laid not more than $4\frac{1}{2}$ inches to the weather, nailed on good, sound hemlock boards not less than a full inch thick. The studs to be sheathed with sound, dry spruce or hemlock boards, well covered outside with felt paper, well tacked and lapped. The outside is to be covered with a good quality of novelty siding, not over 6 inches wide. All the door and window-casings, architraves, corner-boards and friezes are to be put over the novelty siding so as to make a per-

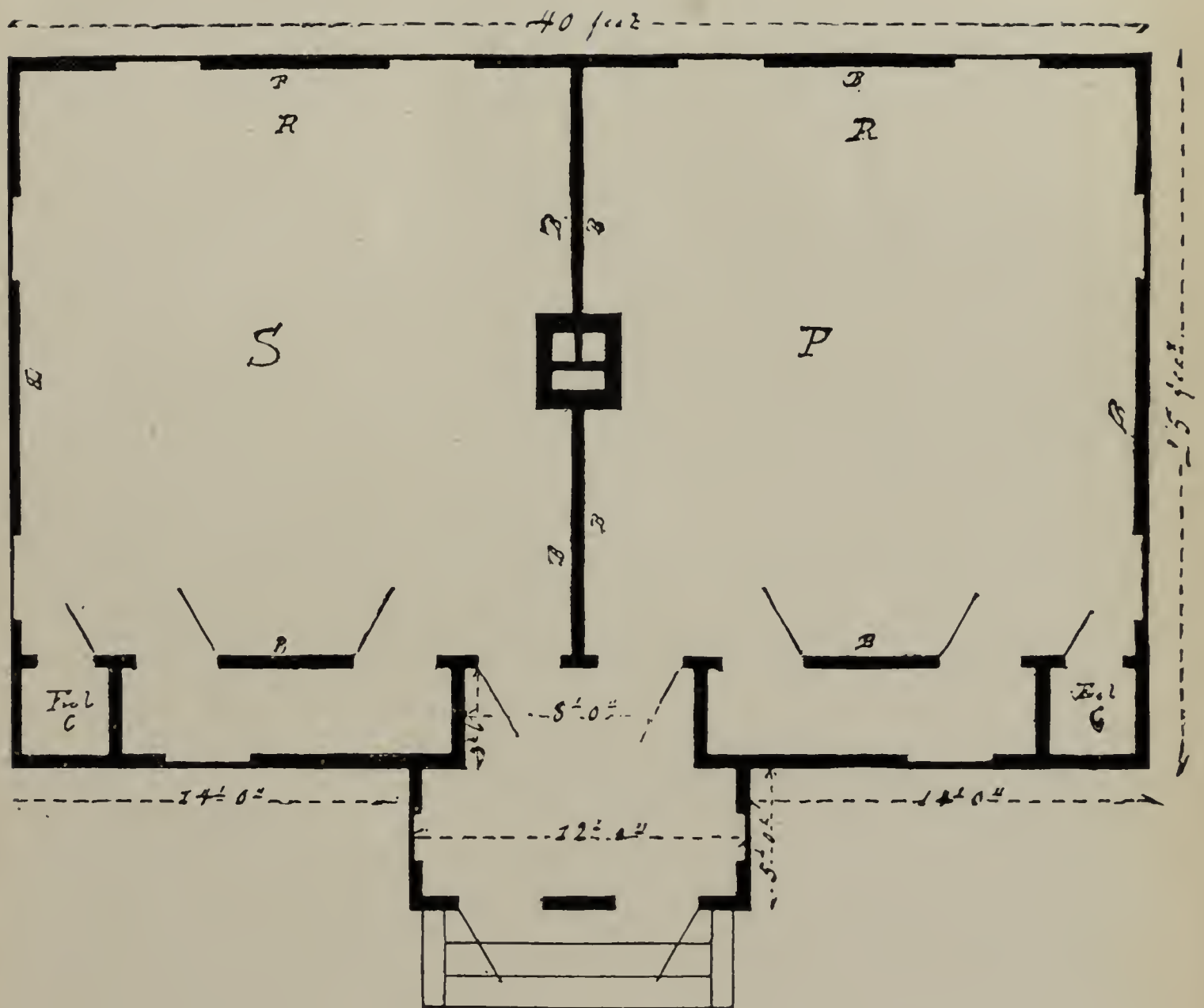




FRONT ELEVATION.



END ELEVATION



fectly tight job. Partitions are to be built as shown in plan, with 2 by 4-inch studding, 16 inches from center to center.

The two school-rooms are to be wainscoted with first quality inch matched and dressed spruce, not to exceed 4 inches in width, said wainscoting to be 2 feet 6 inches from floor in extent in room marked "P," 3 feet 6 inches in room marked "S;" the top of the same to be covered with 4-inch pine rail, hollowed to catch dust from black-boards; to be used also as receptacle for crayons and erasers. The side walls of fuel closets are to be ceiled with first quality inch matched and dressed spruce.

The black-boards are to extend around both school-rooms, where marked "B" on the drawings. They are to be made of thoroughly seasoned, clear pine boards, so put together that the joints will be perfectly tight. These black-boards are to be four feet in width, and slated with the best quality of liquid slating.

The school-rooms shall be seated with the latest patent iron-standard double desks, each room being provided with 15 desks, set to face the coat-rooms. These desks to be graded, the smaller sizes in room "P," and the larger in room "S." Each room to have a plain, substantial table and chair for teacher.

All the side walls and ceilings, except as hereinbefore otherwise specified, to be covered with $\frac{5}{8}$ -inch spruce ceiling, free from large or loose knots, waness or shakes. The inside of the exterior walls is to be sheathed under the ceiling, black-boards, etc., with good felt paper, well tacked and lapped.

All windows, except dormer and gable windows, to be provided with outside blinds of good quality.

Outside steps in front of lobby are to be built of 2-inch spruce, as shown in plan, the bottom of steps resting on chestnut posts, placed in ground to protect from frost.

Outside doors to have bronze knobs and suitable locks. Inside doors are to be provided with white porcelain knobs, and the two doors leading into school-rooms with rim locks. The coat-rooms to have coat-hooks and plain washstands, with porcelain bowls sunk in top.

All doors, sash, blinds and woodwork, both interior and exterior, to receive three coats of paint. All knots to be shellaced, and all nail holes to be puttied before painting. Colors are to be as hereafter determined.

In rear of school lot 2 vaults, 4 feet by 4 feet, 4 feet deep, are to be dug for privies. Each privy to have a good, substantial stone foundation to extend below frost, and to be laid in lime and cement. Each privy is to be shingled with first quality spruce shingles, sheathed with novelty siding laid over felt paper. Its interior is to be ceiled with $\frac{5}{8}$ -inch spruce ceiling. Each building is to be provided with one door, and one small window. For ventilation it is to have a small box ventilator to roof. Each privy to be painted to correspond with school-house.

All work, both on school-house and out-houses, to be done in a good, substantial and workmanlike manner.

HOOSICK FALLS, *December 9, 1886.*

J. R. P., Jr.

COURSE OF STUDY FOR THE UNGRADED
First

| | READING. | LANGUAGE. |
|----------------|---|---|
| FIRST TERM. | Blackboard, Chart, Cards, etc.—Word Method. | Conversation.—Lead pupils to talk freely. |
| SECOND TERM. | First half of First Reader. | Conversation.—Lead pupils to tell connected story. |
| <i>Second</i> | | |
| FIRST TERM. | First half of First Reader reviewed, and second half read once. | Copy from Readers, and write from dictation. |
| SECOND TERM. | Second half of First Reader reviewed. | Write from dictation, and reproduce parts of reading lesson. |
| <i>Third</i> | | |
| FIRST TERM. | Second Reader begun.—Supplementary reading. | Reproduce stories from reading lesson, both orally and in writing. |
| SECOND TERM. | Second Reader finished.—Supplementary reading. | Write short stories, introducing the new words learned. |
| <i>Fourth</i> | | |
| FIRST TERM. | Third Reader begun. | Lead pupils to make note of important things. Continue short written stories. |
| SECOND TERM. | First half of Third Reader reviewed. | Letter writing. A single, plain form. Drill upon expression. |
| <i>Fifth</i> | | |
| FIRST TERM. | Second half of Third Reader read once. | Language book. Impromptu compositions daily. Frequent written reviews. |
| SECOND TERM. | Third reader finished. | Language book. Impromptu compositions and other written work daily. |
| <i>Sixth</i> | | |
| FIRST TERM. | Fourth Reader begun. | Language book. Compositions and other written work daily. |
| SECOND TERM. | First half of Fourth Reader finished. | Language book, compositions, etc., as above. |
| <i>Seventh</i> | | |
| FIRST TERM. | Second half of Fourth Reader read once. | Grammar to conjugations. Weekly compositions and daily written work. |
| SECOND TERM. | Fourth Reader finished. | Grammar to syntax. Compositions, etc., as above. |
| <i>Eighth</i> | | |
| FIRST TERM. | Fifth Reader, or miscellaneous and scientific reading. | Grammar continued. Carefully prepare an essay each month. |
| SECOND TERM. | Fifth Reader, or miscellaneous and scientific reading. | Grammar finished. Essays as above. |

IN SMALL SCHOOLS IT MAY BE
HIGH SCHOOL WORK—NINTH YEAR.—Higher Arithmetic, or Algebra. American

REMARKS.

READING.—Teach script before print. Use script in all black-board work. The making of children's papers, magazines and other suitable reading matter.
LANGUAGE.—Skill in the use of oral and written language is the aim of the language work.
ARITHMETIC.—To develop number successfully, the teacher needs a great variety of objects, convenient. For measurements, the teacher should have inch, foot and yard rules; a set of rapid work. Introduce practical problems throughout the course.
GEOGRAPHY.—Require map-drawing throughout the course. Teach the difficult parts of
SPELLING.—Insist that every word used be correctly spelled. Make lists of words missed,
PHYSIOLOGY.—Give an oral lesson in Physiology Wednesday for the primary, and a lesson
PENMANSHIP.—Require that all written work be well done. Give one or two penmanship
DRAWING.—Give one or two drawing lessons per week, using some good manual as a guide.
SINGING.—Each half-day session should open or close with an exercise in singing.
This Course of Study is hereby authorized for the School in District No.....,

RENSSELAER COUNTY — SECOND DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—In compliance with your request of October 22, 1886, I submit the following report of the second commissioner district of Rensselaer county :

SCHOOLS, TEACHERS, ETC.

The second commissioner district of Rensselaer county consists of 90 school districts, which during the year employ 125 teachers at the same time for a term of at least 28 weeks. The whole number of teachers employed during some portion of the year is 161; of this number, 49 were males and 112 females; of this number engaged during some portion of the year 7 were licensed by the State Superintendent, 23 by the Normal schools, and 131 by local officers.

VISITS AND OBSERVATIONS.

Since my last annual report I have made 162 official visits, and in connection with these visits have visited different districts where my presence as commissioner was required, of which no record is kept.

In making my visits to schools it has been my practice to spend one-half day in each school with a very few exceptions. My visits were made without previous notice to the teachers, so that I found the schools in their every-day working condition. And with few exceptions the schools were managed by the teachers to my satisfaction. It is very often remarked that our schools in the rural districts are not what they were twenty years ago. This in a measure is so, and various reasons can be given for it. But do you ask me are they as good now as they were then? I answer yes, and better. Scholars now attending school at the age of fifteen are in advance and acquire a better education than they did for the same length of time twenty years ago. There has been a constant improvement in the management and system of teaching which all must admit is for the better. Many schools are not half as large as they were. But the loss cannot be attributed to the management of schools as they are now conducted. It is a rare thing to find a class in school at the present time in our rural districts over the age of fifteen. At that age they are required at home to assist in the business affairs of life, or are sent to some higher school, although the proper place for them would be in the public school of the town in which they may live. With many the prevailing idea is that their children must spend a term or two at some academy to finish their education. And for the reasons given our schools do not number what they once did, and people think that our schools are on the decrease. In numbers it is so. But in the management and system of teaching it is not so. It will

have to be admitted that as much interest cannot be awakened in a school of ten scholars as in a school of two or three times that number. While this small number may be advancing rapidly in their studies, the community will remain ignorant of the fact, for the reason that few, if any, ever take the pains to ascertain what their children are accomplishing in school. I find it a very hard matter to persuade trustees to accompany me to school when I call upon them, and seldom, if ever, any of the patrons of the school other than trustees. I think the facilities for a good common school education were never better than they are at the present time. Educational advancement is on the increase, and teachers are better prepared by the various means at hand (such as institutes, teachers' classes, educational papers, etc.) to instruct the pupils and obtain better results than ever before.

LICENSES.

I have licensed during the past year, or since my last report, 61 teachers. Of this number 10 were of the first grade, 16 of the second, and 35 of the third grade. In addition to those mentioned above I have indorsed testimonials granted by the Regents to graduates of teachers' classes to the number of 2. My examinations have been generally written examinations, and a certain per cent required.

SCHOOL BUILDINGS.

No new school buildings have been built in this district during the past year. Two have been repaired so as to be nearly as good as new. Many need to be repaired or torn down altogether and rebuilt. There are about 20 school buildings in this commissioner district (or those which are called by that name) in a very dilapidated condition, and altogether devoid of any thing for the comfort of the scholars. Poor desks, poor blackboards, no maps, charts or globes, in fact nothing except what the scholars carry from home to study or work from while in school. Where these buildings are found are, as a general thing, in very weak districts, and to build new or even repair at the present time seems almost impossible.

A COURSE OF STUDY FOR UNGRADED SCHOOLS.

A course of study for the ungraded schools of Rensselaer county has been prepared with some care by Dr. French, Commissioner Parsons and myself. With this course of study it is hoped, if possible, to better classify the schools, and bring them up to a higher standard. At first the teachers were very reluctant about approving the course of study, knowing full well there were many obstacles to overcome. The matter of grading or classifying a district school will require some time to fully bring about a uniform grade. But when once accomplished I think all will admit that the schools

will be upon a basis by which more thorough work can be done. The reluctance of the teachers to approve of the course of study was quite overcome by the efficient effort of our institute instructors to remove all obstacles from the minds of the teachers, and to make plain to them the proper course to pursue in the classifying of their schools. And when once a school is classified, or as nearly classified as is possible to classify a district school, fewer classes will be had, and more time given to the teachers for each class exercise.

TEACHERS' INSTITUTE.

An institute was held in this county at Greenbush for the week commencing November 15, 1886, with Dr. French, Professor Sanford and Professor Albro as conductors. Previous notice had been given of the course of study about to be introduced into the ungraded schools of the county, and the teachers were very anxious to be present and obtain all the information possible in relation thereto at the institute. Fully 95 per cent of all the teachers in this commissioner district were present. At this institute the teachers were divided in two classes, one for teachers of graded and one for teachers of ungraded schools. The work in the ungraded part of the institute was, to a great extent, devoted to the course of study previously prepared. A great interest was taken in the work by the teachers, and much discussion participated in. All obstacles which seemed to stand in the way were removed, and at the close of the institute a unanimous adoption of the course of study was made by the teachers. What the result of this course of study in the schools of Rensselaer county will be the future must determine.

This institute was, I think, the best one it has ever been my privilege to attend. Much class-room work was done by local teachers of different schools. And upon the whole, so far as I have been able to learn, the teachers were fully satisfied with the work of the week and pronounced the institute good.

You ask, how about institute work? Is there as much objection as formerly? I answer no. I have found during my short time in office that the teachers are more and more anxious to attend the institutes than ever before, fully appreciating their value, and realizing that without them their work as teachers would be less efficient. The action of the Department in arranging for smaller institutes and introducing more class-room work meets the favor of all and promises better results.

APPORTIONMENT OF PUBLIC MONEY.

The present method of apportioning the public money is an improvement on the method previously used and is a great help to small districts. But I think one further improvement or important change could be made. That is, to divide all the money sent into

the county, except the district quota, upon the average daily attendance alone. No part of it should be apportioned upon the pupil quota. I think this would lead trustees to see that it was for their interest to hire the best teachers possible, in order to obtain a large average attendance. This would have a tendency to do away with the hiring of cheap teachers, regardless of qualifications. And not only that, but it would be to the interest of the inhabitants of each district to encourage all of school age to attend school. Our schools would be larger in number and be more interesting than they now are.

CONCLUSION.

In closing this, my special report, I would say that what I have done during the last two years has been, to the best of my knowledge, from pure motives and for the best interest of the schools under my care. I have made many pleasant acquaintances, and the friendship existing between the teachers and myself I trust may be lasting and sacred.

Thanking the teachers, trustees and friends of education for courtesies received, and the Department for the many favors and kind reception always given whenever I have found it necessary to call upon it for counsel and advice, I remain

Very truly, your obedient servant,

LEWIS N. S. MILLER,

School Commissioner.

EAST SCHODACK, *November 27, 1886.*

RICHMOND COUNTY.

Hon. A. S. DRAPER,

Superintendent of Public Instruction:

SIR.—In compliance with your circular of October 22, 1886, I have the honor to submit the following report:

SCHOOL DISTRICTS AND SCHOOL-HOUSES.

There are 28 school districts in this county, 3 of which have 2 school-houses each; making the number of school-houses in this commissioner district 31.

AVERAGE DAILY ATTENDANCE.

The average daily attendance during the year was 4,203, being an increase of 326 over the number stated in my last report.

NUMBER OF TEACHERS.

One hundred and sixteen teachers were employed and engaged teaching the children in attendance during the year; 30 males, 5 of whom hold certificates issued by your predecessors; 86 females, 7 being Normal school graduates, and 79 being licensed by me. They are all efficient and industrious, untiring in their efforts to advance the pupils under their charge, and have shown very good results. They are paid fair salaries, and have permanent employment, several of the teachers having taught as many as 46, 54, 62, 70, 81 and 97 terms consecutively. They are the recipients of high praise given to them annually at the teachers' institute by the professors who conduct the same, and complimented by them for their good work, to which I very cheerfully add my hearty indorsement.

EXAMINATIONS.

I have examined during the year 156 applicants for teachers' certificates, and licensed 122; 34 being found incompetent.

OFFICIAL VISITS.

During the school year I have made 128 official visits. In visiting a school I do not interfere with the usual programme of the teacher, but observe the methods and habits that prevail in the school, and give such advice, suggestions and approval as the nature of the case seems to warrant and deserve. A large majority of the teachers are ambitious to excel, and the quality of the work done by them, as well as the results secured, shows a marked improvement.

CONDITION OF SCHOOL BUILDINGS.

The school buildings are in good order and condition, and are being improved every year. Nearly all the schools are supplied with modern furniture. Steam-heating has been introduced in nearly all the large schools, which adds very much to the health and comfort of the teachers and pupils. The school grounds are generally well fenced, and the surroundings are all that the good of the schools require.

VENTILATION.

With few exceptions, the ventilation of the school-rooms is not very good. I have called the attention of the trustees to the subject, and I have no doubt they will do what is necessary to remedy the evil, and protect the health of the teachers and pupils.

NEW SCHOOL-HOUSES.

District No. 1 in Castleton has resolved to build a new school-house, and the inhabitants have voted \$6,000 for that purpose. The trustees expect to have the building ready for occupation on the opening of the school in September next.

District No. 2, in said town, has built a new brick school-house, which is a credit as well as an ornament to the district. It was a much needed improvement, and will be a source of great accommodation and comfort to the teachers and pupils. The rooms are excellently furnished and well supplied with every thing necessary for good school work. The tax payers and trustees, by this improvement, have set a praiseworthy example, which I would be very glad to see followed by some of the other districts in this county.

District No. 4 in the same town, at the annual meeting, appointed a committee to inquire whether it would be proper to enlarge the present school-house or build a new one, and report the result of their conclusion at the meeting of the taxable inhabitants of the village, which I believe will be acted upon with intelligence and liberality.

TEACHERS' INSTITUTE.

There is no opposition in this county to the institute. On the contrary, it is welcomed with delight by the teachers and inhabitants. The attendance of the teachers is always very large, and many of the inhabitants attend and seem to take much interest at its sessions.

The teachers' institute for this county was held in the school-house at Stapleton, one week in April last, conducted by Dr. John H. French and Professor C. T. Barnes. One hundred and sixteen teachers were present; they manifested a laudable interest during the session, and that they appreciated and profited by the practical instruction given is evident by their work in the school-room since.

The following preamble and resolutions were unanimously adopted by the institute on the 16th day of April, and I was directed to include the same in my report to the Department:

"WHEREAS, Similar necessity exists for preventing a waste of time in going over the same ground annually, at the several teachers' institutes held in this State, that is liable to occur in the schools when every succeeding teacher shall enter upon duty; therefore, be it

"*Resolved*, That we respectfully ask the Superintendent of Public Instruction to apply to that part of school work which is in charge of the institute conductors the same principle that is applied to the several schools in the State to prevent needless repetition. Be it also

"*Resolved*, That if consistent with the views of the Superintendent of Public Instruction, we respectfully request him to provide for giving us instruction in psychology at our next teachers' institute."

Nothing that I can advise or suggest is necessary in opening the way for teachers to take part in the institute, or in stimulating them to an interest therein to be productive of good results, as in this county they are all on the alert, frequently taking part and evincing a lively interest in its proceedings.

There is no doubt that the public sentiment of this district is decidedly in favor of the teachers' institute.

INTEREST IN THE CAUSE OF EDUCATION.

The public in general in this district take a great interest in the cause of education, and do every thing in their power for its advancement; they provide in every district for having the schools taught *ten months* of the year, instead of 28 weeks; they fully realize and appreciate the value of good schools and competent teachers.

I feel very proud of the schools of Richmond county, and of the school district officers and teachers, and am sure they will compare favorably with those of any county in the State.

NORMAL SCHOOL GRADUATES.

The work of the graduates of the Normal schools employed in this district is good and compares equally with that of the other teachers:

AMENDMENTS TO THE SCHOOL LAW.

I would repeat the suggestions made in my report of 1884, that the school law be amended so as to have the trustees' reports delivered to the school commissioner direct instead of being filed with the town clerks, also as to the filling vacancies in the office of trustees, making it mandatory for the district to call a meeting within five days after the happening of a vacancy in order that the inhabitants may have an opportunity to fill the same by an election.

FINANCIAL.

Receipts.

| | |
|---------------------------------------|-----------------------------|
| On hand at beginning of the year..... | \$11, 665 18 |
| Public money apportioned | 18, 953 39 |
| Raised by tax | 79, 506 59 |
| From all other sources..... | 12, 292 70 |
| Total | <u><u>\$122, 417 86</u></u> |

Disbursements.

| | |
|--|-----------------------------|
| For teachers' wages..... | \$68, 620 40 |
| For libraries and school apparatus | 4, 622 40 |
| For colored school..... | 735 92 |
| For school-houses, fences, repairs, etc..... | 24, 345 49 |
| For incidental expenses..... | 12, 652 80 |
| Amount remaining on hand..... | 11, 440 85 |
| Total..... | <u><u>\$122, 417 86</u></u> |

Value of School Property.

| | |
|--|----------------------|
| The value of school-house sites is. | \$35, 775 00 |
| The value of school-houses is. | 200, 875 00 |
| Total | <u>\$236, 650 00</u> |

Being an increase since 1884, in the value of school property, of \$54,745.

STATUE OF "LIBERTY ENLIGHTENING THE WORLD."

I am gratified to state that the pupils attending the schools of this district are all represented in the statue of "Liberty Enlightening the World," they having furnished the south-east corner-stone in the pedestal upon which the statue stands. The stone contains two cubic yards, and was paid for by the children by voluntary contributions of from one to five cents each, which was the limit, in order that every child might be represented in the patriotic gift. The amount contributed was \$100. The stone was laid in August, 1884. General Stone, the engineer-in-chief, in acknowledging the gift, paid the children a very high compliment, "and hoped that their good example would be followed by many others in the land, which would materially advance the national enterprise;" but I regret to say that no other commissioner district in the State did follow the good example set by Richmond county. General Stone has promised to have a bronze plate put in the interior of the pedestal with an inscription thereon to the effect that the stone is the gift of children attending the public schools of Staten Island.

CONCLUSION.

I desire to express my heartfelt thanks to the trustees, teachers and friends of education in this county who have so generously and kindly given me their co-operation. If improvement has been, to them belongs the credit.

In conclusion, I most gratefully thank the Departmentt for the many favors shown and granted, and courtesies uniformly extended. I remain,

Respectfully yours,

THEO. FREAN,

School Commissioner.

STAPLETON, *December 1, 1886.*

ROCKLAND COUNTY.

HON. A. S. DRAPER,

Superintendent of Public Instruction:

SIR.—In compliance with your expressed desire as communicated by circular of October 22, 1886, I respectfully submit the following report:

SCHOOLS, TEACHERS, VISITS, ETC.

This commissioner district is composed of five towns divided into 47 districts employing 35 male and 61 female teachers.

The first period of five months was devoted entirely to visiting the schools and noting the methods pursued by those in charge of the schools, and where the trustees had employed novices, in assisting those to organize and remodel their classes, in order to better facilitate the work to be performed, and to give to each pupil its just proportion of the attention of the teacher, which none but teachers of experience are competent to arrange.

The second period, or last five months of the school year, was used by me in pursuing the same course as heretofore in examining each class and giving to all pupils present at the examination a report of their standing in the studies in which they were examined — a careful note made for myself, and also registered in the school register for the benefit of the trustees and for future reference.

I find that the teachers are becoming more deeply interested in the advancement of the pupils under their charge, and are examining their classes more frequently than has been their custom. The total number of inspections have been 104, some of which, where the schools were large, occupied several days.

By pursuing the above-mentioned course, I have become thoroughly acquainted with the pupils, and they are ever ready and work with alacrity, and seem to vie with each other with cheerfulness in their examinations.

The total number of teachers licensed by me for the school year has been 29, of which 11 received first grade, 6 second grade, and 12 third grade certificates.

There has been no difficulty in procuring well-qualified teachers as instructors for our schools.

SCHOOL BUILDINGS.

The school buildings in the main are in very good condition as regards seats and exterior, but sadly deficient as regards thorough ventilation. The initiatory steps have been taken by two districts to build new and commodious buildings. I would suggest that the board of health of each town in the county be compelled to investigate the capacity of each room in which children are taught, and be

empowered to compel trustees to have the recitation rooms and school buildings properly ventilated, which would certainly remove one of the sources of the great scourges of the young, viz. : scarlet fever and diphtheria.

INSTITUTES.

The institutes held in this county have very generally met with success. The last institute held in March, in the public school building at Nyack, was attended by every teacher of the county except four.

The course of instruction was well received, and the closest attention was given by the teachers present. A large number of the most prominent citizens attended each day.

The address of ex-Judge Cole at the last session of the institute was one long to be remembered by all who heard it. He drew a living picture of the difference between the modes of instruction in vogue in his school days and those of the present day.

LIBRARY MONEY.

The amount of money distributed for the purchase of books to replenish the libraries should be expended each year for the purchase of books, and not for the payment of teacher's salary, as it is at present, when less than \$3.

COUNTY COMMENCEMENT EXERCISES.

A new feature was introduced last year and carried to a successful termination by the pupils and teachers of this county — that of holding county commencement exercises. It was introduced at one of the meetings of the "Rockland County Teachers' Association."

An invitation was extended to each school to furnish one exercise by its graduating class.

It consisted of duets, recitations and essays. It was a rich treat to those who were present. It was held in the court-house, at New City, the county seat, on the 26th day of June. The room was found to be entirely inadequate to seat those in attendance.

APPORTIONMENT OF PUBLIC MONEY.

I am still of the opinion that the act apportioning the public funds should be upon the number of pupils residing in each district and the teachers' quota. As now apportioned, it gives the strong district a decided advantage over the weaker; and hence compels the commissioner to license a lower grade of teachers, who will work for the small amount the trustees are enabled to pay.

COMPULSORY EDUCATION.

I would urge upon the Department the necessity of soliciting the Legislature to amend sections 1, 4, 5, 6 and 7 of chapter 420 of the

Laws of 1874 of the "Compulsory Education Act," by passing a sweeping compulsory law, compelling every child between the ages of 8 and 14 to attend school.

COURSE OF STUDY.

I herewith submit as a part of my report a course of study suggested for the use of ungraded schools in the county of Rockland :

Grade H.

Language. — Words developed from pictures and objects and learned from charts and from blackboards. Sentences should be read at once, in a natural style, from script placed upon the blackboard, from charts and from First Readers. It will be better to confine pupils to script exclusively during the first two or three months. Spelling by sound may be commenced very soon, and spelling by letter added as early as the beginning of the second half of the year.

Writing. — All words and sentences read should be written by pupils, in script, on slates.

Arithmetic. — Reading and writing numbers from 1 to 100; application of these numbers in addition, subtraction, multiplication and division. The application of numbers to 20 in these fundamental principles should be done, chiefly, through the skillful use of objects held in the hands before the class and by marks placed upon the blackboard.

Drawing. — Straight lines, horizontal, vertical and oblique (not named). Curved lines may be used, to a limited extent, during the second half of the year, and inventive drawing should be encouraged from the first.

Grade G.

Language. — Reading in Second Reader and from similar supplementary works containing principally the same words, differently combined. Spell from reading lessons, and continue occasional spelling by sounds.

Writing. — Write all spelling lessons and copy all reading lessons. Some writing can now be done, with pencils, on paper.

Arithmetic. — Writing and reading numbers to 1,000; and, if the class is very bright, proceed to 1,000,000, during the second half of the year. Pupils of this grade should, at the close of the year, be able to perform operations in addition and subtraction upon their slates, or the blackboard, and explain the operations, using numbers as high as they have been taught to read. Much should be done in giving them concrete numbers in problems of home or practical interest, skillfully combining the two rules.

Drawing. — The application of straight lines in the construction of angles and triangles; and, during the second half of the year, in the combination of triangles as the inventive genius of pupils may dictate. *Inventive drawing ever encouraged.*

General lessons. — In summer, oral instruction upon plants; in winter, lessons upon animals (including simple lessons in the structure and care of the human body).

Grade F.

Language. — Reading in Third Reader and similar supplementary works; spell from reading lessons, copy portions of reading lessons and copy spelling lessons entire with pencil on paper, and also copy, in blank books, statements that have been given in oral instruction.

Arithmetic. — Complete multiplication through multipliers of four figures, teach division with a divisor of one figure, and thoroughly review all principles previously considered. Combinations should be made embracing in one problem all the principles, and should largely be made from data furnished by play, business, or circumstances with which the class are familiar and in which they find an interest. Conditions, skillfully combined from such data, will inspire adu-

tional enthusiasm in pursuing the text-book, as this method will prove very suggestive as to the practical use to which the completed study may be put.

Oral lessons. — Upon plants and animals continued.

Drawing. — If drawing can be continued, straight lines may now be applied in the various styles of quadrilateral figures, separate and combined. Krusi's and Smith's systems may be profitably consulted and inventions practiced.

Grade E.

Language. — Intermediate Reader, with supplementary reading. Spelling, selected words from reading lessons and from any books used by the class. Continue oral instruction in the proper formation of sentences in their common conversation. See that arithmetical analyses are given in correct, expressive terms, and that pronunciation is accurate; discourage the use of by-words and low sayings. Give instructions in regard to addressing older people, etc., etc., relating to common usages in etiquette.

Arithmetic. — A primary intellectual arithmetic may now be profitably introduced and great care used in securing good, well-understood analyses. In written work, the preceding work may be reviewed and division taken up and finished so as to enable learners to use divisors of two figures. Much practice should be given in practical problems of local interest, combining the three or four principles passed, and also in operations that will develop rapid computation.

Geography. — Oral lessons — neighborhood, town, county.

Writing. — Copy book No. 1 or 2.

Grade D.

Language. — Reading in Fourth Reader; spelling as in grade E. Continue oral lessons in the correct use of language, pointing out incorrect expressions; give some attention to letter writing, directing letters, etc., and to the use of capital letters. Frequent use of the dictionary should be encouraged, and pupils in this and all more advanced grades should be required to have, if possible, at least, a primary dictionary.

Arithmetic. — Finish Primary Intellectual. A text-book in practical or written arithmetic may now be introduced. Many examples outside of the text-book should be given, embracing thorough work as far as common fractions.

Geography. — Primary text-book, *made practical*, through United States.

Writing. — Copy book No. 3.

Grade C.

Language. — Reading, Fourth Reader. Spelling as in grade D. Grammar may now be taken in a more technical form, while there should be no abatement in attention to correct language. The sentence and its principal parts may now be developed. Extensive application in the use of sentences mostly framed by the learner. The first three months may be given to the consideration of the sentence, then the parts of speech may be taken up and developed in the following order: 1st, the noun; 2d, the pronoun; 3d, the adjective; 4th, the verb; 5th, the adverb; 6th, the participle; 7th, the conjunction; 8th, the preposition; 9th, the exclamation. In applying knowledge, either in the selection of the elements of a sentence or of parts of speech, the learner should be required to give a full reason for every conclusion; and, in analysis or parsing, the stated reason should precede the stated conclusion. Example, "run" is used as the name of an action, hence it is a noun; or, "run" is used to show an act of John, hence it is a verb.

Arithmetic. — Advanced intellectual arithmetic, half completed. Written arithmetic, through common and decimal fractions, and review. Give abundance of practical work.

Geography. — Primary, finished.

Writing. — Copy book No. 4.

Grade B.

Language. — Reading, Fifth Reader. Spelling, the same as in grade C. Grammar, a text-book may now be introduced; but great care should be taken that all

statements and definitions are fully comprehended. All hair-splitting distinctions that require long, tedious definitions should be entirely avoided. Sentential analysis and parsing may now be more extensively practiced and modifiers may receive more attention. Rules of syntax may be learned and applied in parsing, during the last term.

Arithmetic.—Intellectual arithmetic completed. Written arithmetic continued through simple interest, and review.

Geography.—Advanced work through Western Hemisphere.

Writing.—Copy book No. 5.

Grade A.

Language.—Reading, Fifth Reader. Spelling, as in grade B. Grammar, sentential analysis and parsing carried into more difficult combinations, during the first part of the year; and during the latter part of the year especial attention should be given to the application of the rules of syntax in correcting faulty sentences and expressions,

Arithmetic.—Complete written arithmetic.

Geography.—Completed.

History.—United States.

Oral.—Civil government.

Algebra.—Elementary, if practicable.

Thanking the Department for its uniform courtesy, I respectfully submit this report for your consideration.

Your obedient servant,

THOMAS W. SUFFERN,

School Commissioner.

SUFFERN, *November 29, 1886.*

ST. LAWRENCE COUNTY — FIRST DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR. — In response to your request, I submit to you the following special report :

TERRITORY AND SCHOOL DISTRICTS.

This commissioner district consists of eleven towns which are divided into school districts as follows : De Kalb, 22 ; De Peyster, 9 ; Fine, 9 ; Fowler, 15 ; Gouverneur, 19 ; Hammond, 14 ; Macomb, 16 ; Morristown, 16 ; Oswegatchie, 22 ; Pitcairn, 9 ; Rossie, 14 ; making a total of 165 school districts, of which 6 are joint districts, having school-houses in Jefferson county. The extreme length of the district is about 75 miles ; the extreme width about 30 miles.

The following brief summary contains the most important items in the abstracts of trustees' reports for the school year ending August 20, 1886:

STATISTICAL.

| | |
|--|--------------|
| Number of teachers employed for 28 weeks or more. | 179 |
| Number of children between 5 and 21 years of age.. | 7,039 |
| Number of children of school age that attended the schools some portion of the year..... | 5,144 |
| Whole number of days of attendance..... | 464,838 |
| Total average daily attendance..... | 3,042.18 |
| Number of volumes in district libraries..... | 2,502 |
| Estimated value of district libraries..... | \$762 00 |
| Estimated value of school-houses and sites..... | 95,163 00 |
| Assessed valuation of taxable property..... | 7,000,143 00 |

FINANCIAL.

Receipts.

| | |
|--|-------------|
| Amount on hand August 21, 1885..... | \$911 85 |
| Public moneys apportioned..... | 18,230 19 |
| Proceeds of gospel and school funds..... | 967 18 |
| Raised by tax..... | 23,817 36 |
| From other sources, tuition, etc..... | 1,826 22 |
| Total..... | \$45,752 80 |

Payments.

| | |
|--|-------------|
| For teachers' wages..... | \$33,354 77 |
| For libraries..... | 87 76 |
| For school apparatus..... | 297 32 |
| For school-houses and sites..... | 6,991 74 |
| For incidental expenses..... | 3,980 99 |
| Sum of payments..... | \$44,712 58 |
| Remaining on hand August 20, 1886..... | 1,040 22 |
| Total | \$45,752 80 |

CHANGES OF TEACHERS.

From the statement above, it appears that the number of teachers required to supply the schools is 179. Owing to the frequent "changes of teachers," there were 249 teachers employed during the school year. Of these, 12 were graduates of Normal schools, and 237 were licensed by me. There were no teachers holding State diplomas.

I see no way to prevent so many changes of teachers under the present system. That it is an evil, every one admits; that it is a serious obstacle to the progress of the schools, no one can doubt. If

only competent teachers were employed, the evil would be greatly lessened. But, as is too often the case, experienced and competent teachers are exchanged for those wholly unprepared to have the care and education of children. We cannot REGULATE the matter, for whenever the supply of teachers is less than the number required, we must license some that are incompetent. If the time ever comes when people take the interest in the education of their children which they should take, *novices* in the art of teaching will not be employed solely because they will teach cheaper, or because they are "particular friends or relatives." When good work is desired in any other branch, no one employs an unskilled workman. Apparently the proper development of a child's mind is not of as much consequence even as the repairing of a watch or the treatment of a horse.

COMPULSORY EDUCATION.

The number of children of school age, as shown above, exceeds the number having attended the schools by 1,895. This number includes, of course, those who have attended academies and seminaries, and many children over five years of age who have not yet attended school. There can be no doubt that it also includes a large number subject to the compulsory education law. The statistics given in the reports of trustees under this heading are unreliable and incomplete. Only 50 reports contain statistics on this subject. It is, therefore, impossible to give statistics concerning it. I have not heard of any attempts to enforce the law. It is a DEAD LETTER, and I recommend that that portion of the reports be abolished.

VISITATIONS, EXAMINATIONS AND IMPRESSIONS.

In addition to the 198 official visits reported by trustees, I have made 25 calls at schools, of which no record has been made. On account of severe illness and death in the family circle, I was unable to visit several schools before they were closed. To gratify my curiosity, I have kept a record of the distance traveled during the last school year, and from it, I find that I have traveled over 2,500 miles. I have held 1 public examination in each town semi-annually, and 3 special examinations, making a total of 25 examinations held yearly. I have also given several private examinations. The whole number examined was 293, which includes those who were not applicants for certificates but were preparing to teach. I have granted 208 licenses and indorsed 29 Regents' testimonials and 25 certificates granted by school commissioners, making a total of 262 teachers licensed.

The examination of teachers is a very arduous task. Written work is required in arithmetic, geography, grammar, history, civil government, spelling, physiology, and methods. A little figuring shows that over 1,800 papers have been examined.

Many of the schools are in a prosperous condition. The teachers

generally manifest a commendable spirit in the interest which they take in the order and progress of their schools. I am pleased to report a greater degree of uniformity in methods in teaching and in school management. Various causes have produced this desirable feature in our schools, among which should be mentioned the excellent instruction given generally in our institutes, the reading of educational papers, works on school management and methods in teaching, and the inestimable work done in the teachers' classes. I trust it will not be deemed indicative of self-aggrandizement if I include a portion of my work among the causes. I have worked zealously to eradicate old methods, and introduce those approved by our leading educators. Whenever possible, at examinations, I have dictated outlines and plans of work in different subjects, and discussed various topics in teaching and school government. The work of inspecting includes that of suggesting; while visiting the school, I conduct recitations whenever necessary to illustrate plans and methods, and in order that the teacher might have for future reference and consideration whatever criticisms and suggestions I have to make, I write them while the teacher is conducting recitations.

While the opportunities for teachers to prepare themselves to intelligently perform their important duties in the school-room are very numerous, only a few avail themselves of the opportunities which they have to visit well-conducted schools taught by experienced teachers, Normal graduates and teachers who have had the benefits of the instruction in a teachers' class. To meet the excuse which teachers often make for not reading educational works, viz.: "I don't know what to read," I issued circulars containing a list of books, which I distributed, and continue to distribute to teachers.

A UNIFORM STANDARD DESIRED.

I can give only an affirmative answer to your question, "Is there any difficulty in procuring amply qualified teachers?" That difficulty exists, and it always will exist. It will be greatly lessened when a majority of the people demand a high standard of qualification, and when a standard is established by the Department of Public Instruction, and made uniform throughout the State. The commissioners in this county have endeavored to gradually raise the grade of examinations, and to this end have co-operated in the preparation and use of printed questions in written examinations, making each examination more difficult than the preceding. We know that the grade is higher, and we perceive that much good has been accomplished, but the obstacles in the way are so great, the unjust criticisms so numerous and severe that we have oft-times been discouraged. No one censures the Board of Regents because a candidate fails to pass, nor is the Department criticised when the applicant for a State diploma does not receive it. I sincerely hope that ere long the examination of teachers will be under the direction of the Department.

SCHOOL BUILDINGS.

The school buildings generally are in fair condition; several have been repaired during the year, and I have promises from inhabitants in other districts where repairs are needed that the necessary work will be done this year. I am sorry to report the miserable condition of blackboards in a large majority of the schools. It is to be regretted that a miserable blackboard cannot be considered a nuisance. In view of the fact that a good blackboard of sufficient size is an indispensable article in a school-room, I recommend the passage of a law giving the school commissioner authority, when necessary, to make and enforce an order directing the trustee to provide a suitable blackboard.

INSTITUTE AND NORMAL SCHOOL WORK.

Those who denounce institute and Normal school work are generally people who know comparatively little of their value in education. I believe that much of the adverse criticism of institute work has arisen because of the irregular attendance of teachers at the institutes. No doubt people were led to believe "that teachers do not learn any thing at the institute," and that "they waste the people's time and money while attending," because some teachers who, either from lack of interest or non-attendance during the entire session, returned to their schools without benefit.

No institute has been held in this district since the action of the Department mentioned in your circular, but I believe the change made will be beneficial.

The work of the Normal schools meets my hearty approbation. All of the Normal graduates in this district are doing excellent work. I regret to say that only 12 were employed during the year — 10 in graded schools and 2 in district schools. I think the small number employed is not due to a lack of appreciation of their work, but rather because untrained and inexperienced teachers will teach, and can afford to teach, "cheaper" than those who have spent time and money in preparation. But Normal graduates should not place so high an estimate upon their services as to cause them to disregard their obligations to the State that has educated them.

TRUSTEES' REPORTS.

A careful examination of the reports of trustees reveals the fact that of 162 reports less than 15 are complete and correct in every point. The average daily attendance was incorrect in 87 of them. Trustees should remember that a portion of the public money is apportioned according to the average daily attendance. Were it not for great care on the part of school commissioners in making their abstracts from the reports of trustees, serious losses would occur to many districts. In order to make the corrections I wrote over 60 communications to trustees. Lack of experience in making reports, misunderstandings, etc., are among the causes of the errors. By

comparing the financial report for one year with that for the year next preceding, in many cases, I find that the balance reported on hand at the close of the year does not coincide with the amount reported as received from predecessors in office. The irregularities are so numerous that not a single town is exempt. The reports from one school district show an error of \$63.56. In one report the amount remaining on hand August 20, 1885, was \$95.63, while the report for 1886 from the same district shows the amount remaining on hand August 20, 1885, to be \$20.72. This experience, which I have had with the reports every year, leads me to believe that the matter will not "right itself," and that it is of sufficient importance to receive the attention of the Legislature. Now, the trustees are required to file their reports with the town clerks before the annual school meetings are held, hence it occurs generally that the inhabitants have no opportunity to inspect the reports made to the school commissioner. It is my opinion that the number of errors would be greatly diminished if the law required trustees to present their annual reports to the inhabitants at their annual meetings, for inspection and acceptance, and filed with town clerks between the annual meeting and the first Tuesday in September.

TEXT-BOOKS.

The numerous kinds of text-books on the same subject, and the high prices for some of them, are just causes for complaints. There are many cases similar to the following: One teacher told me that at the opening of one term of school 14 different kinds of arithmetics were brought by the pupils. I recall a class of five pupils reading in Fourth Readers, of which there were four kinds. It seems not to be generally remembered that the Legislature did its part in this matter, when in 1877 it passed the act to prevent frequent changes of text-books in schools. The inhabitants in most school districts took no action in the matter at their annual meetings, and in most districts where text-books were designated by a vote, the law has not been enforced. The law is, therefore, practically dead in this district. I have discussed the subject with many and called their attention to the law, but when the time for the annual meeting arrived, either the promises were forgotten or their interest in the case had waned. It seems absurd for people to find fault because this condition of things exists, when it exists solely because of the lack of interest and action on their part.

RECOMMENDATIONS.

In addition to the recommendations made, I submit the following:

1. That a uniformity of text-books be required in every county at least.
2. That the apportionment of library moneys be discontinued.
3. That the supervisor and assessors of a town have power conjointly to form and alter the boundaries of school districts.

4. That some plan be adopted that will lessen the burden of taxation in weak districts.

5. That provision be made for furnishing a copy of the school law to each district in which the valuation is *less than* \$10,000.

My thanks are cordially extended to the Department for prompt assistance and advice whenever solicited. I desire also to express my heartfelt gratitude to the teachers for their generous support in every effort to improve the condition of the schools, and to the people for their kindness and hospitality.

Very respectfully,

Your obedient servant,

G. A. LEWIS,

School Commissioner.

OGDENSBURG, *December 7, 1886.*

ST. LAWRENCE COUNTY — SECOND DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—In compliance with your circular of October 22, I submit the following report :

TERRITORY.

The territory comprising the second commissioner district of St. Lawrence county includes the towns of Canton, Clare, Clifton, Colton, Edwards, Hermon, Lisbon, Madrid, Norfolk, Pierrepont, Russell, Waddington, and is the central portion of the county whose northern and southern boundaries are the river St. Lawrence, and the counties of Hamilton and Herkimer.

SCHOOLS AND TEACHERS.

There are in this district 173 school districts, in which, during the last school year, were employed 197 teachers. Canton Union Free School, with academic department, employs 9 teachers, Madrid and Waddington each 4, Hermon, Colton and Rensselaer Falls each 3, and Morley, South Colton and Russell have each schools of two grades. District No. 6, Edwards, organized a branch school three years ago, and has maintained two flourishing schools in the district since such organization.

VISITS AND IMPRESSIONS.

I have made during the year 179 visits. In this number are included visits in schools separated by distances of 10 to 15 miles, and over roads seldom traveled with teams. This part of my work, although difficult, has been unusually pleasant and encouraging.

While I found a few teachers who were "keeping school," the large majority of the 197 employed were alive to the importance of the work in which they were engaged, and were striving effectually to bring into operation suggestions and methods of instruction presented to them through educational periodicals, and by institute instruction. I have noticed, with much satisfaction, a gradual improvement in the schools of this district, and a growing interest, with a higher grade of qualification, among teachers who have followed the work for two or three years in succession.

LICENSES.

I issued licenses as follows during the last school year: First grades, 5; second grades, 52; third grades, 141, and have indorsed 25 testimonials from Regents, which are equivalent to second grade licenses. The third grades have all been for six months only, hence most of the third grade teachers received two certificates during the year. I have many small schools in sparsely settled territory where the principal qualification demanded by trustees is the teacher's willingness to teach for low wages. To supply these schools I have been obliged to license those whom I otherwise would have refused. I have ever endeavored, without fear or favoritism, to fill the schools of this district with the very best teaching material attainable. For the purpose of granting the above-mentioned licenses, and selecting those who, in my judgment, were best qualified as teachers, I have held 22 public examinations.

CONDITION OF SCHOOL BUILDINGS.

The condition of the school-houses and out-buildings, so far as appearance is concerned, is fair; as to arrangements for ventilation, heating and lighting school buildings they are generally bad. I can report, however, improvement in this respect. A number of buildings have been thoroughly repaired, and materially improved in seating, ventilation, etc.

TEACHERS' INSTITUTES.

Two institutes were held in this county in the past year, one in this district, at Hermon, and one in the third, at Norwood. The institute at Hermon was conducted by Professor Sanford, assisted by Professors Barnes and Cook, Principal of the Potsdam Normal School. The attendance at this institute was larger than at any such gathering ever held in the county, and the instruction there given was well received, and of practical benefit to all teachers who were there for the purpose of being benefited. I am sure the institute has been productive of much good in inspiring teachers to thoughtful and progressive effort, in disseminating new ideas, and in leading to a due appreciation and comprehension of the importance of the work in which they are engaged. I believe the action of the Department

in advising and arranging for smaller institutes, and in bringing to the aid of the instructor local effort, is a step in advance, and will largely silence former objections to this plan of educating teachers. If some means could be devised whereby trustees and others interested in the public school could be brought more directly in contact with the institute work, it would lead, I think, to a healthy interest in this department of instruction, and in the cause of education generally.

EDUCATIONAL JOURNALS.

The number of teachers subscribing for educational journals is steadily increasing. The majority, however, is still on the side of those who do not avail themselves of the benefit derived from becoming familiar with the thoughts and experiences of teachers who have been long in the work. I am constantly urging the necessity of educational reading on the part of teachers, and, I believe, with a degree of success.

NORMAL SCHOOLS.

I am heartily in sympathy with our Normal school in this county and believe it is doing a grand work for our public education. It is true that very few of the Normal graduates are employed in our rural districts other than those designated as union free schools, and graded schools, but the training of the Normal, through its graduates employed in these union free schools, where pupils are, term after term, fitting themselves to take positions in the common district schools, is being stamped upon these young teachers and they carry with them the more modern ideas and improved methods of instruction. These, with the undergraduates, who go out and teach during the summer and winter, represent the work of the Normal as, indirectly at least, affecting the entire school system of this county.

UNIFORM STATE EXAMINATIONS.

I am of the opinion that our present system of licensing is extremely objectionable, and would favor heartily an amendment to our school law that would create a uniform system of examinations for the State; also, many of the commissioner districts embrace so much territory and contain so many schools that it is impossible for one person to give intelligent and systematic supervision. There is an imperative demand for improvement in this respect.

A SATISFACTORY CONDITION.

With one exception, unusual harmony prevailed throughout this district during the past year. This, of course, is gratifying and has enabled me to attend to my official labors, without the annoyance of district wrangles. I by no means feel that in any of the points mentioned in this report, or in the general results of any or all efforts put

forth to raise to a higher plane our school system, we have "already attained," but from the steady advancement during the years past, we are encouraged to "press toward the mark," and attain to still more satisfactory results.

I am indebted to trustees, teachers and school patrons throughout the district for their cordial support in all matters pertaining to my work, also to the press of the county for printing notices in the interest of teachers and schools, without charge. For all I am truly grateful.

The Department has my sincere thanks for favors and courtesies received.

Respectfully yours,

JOHN A. HAIG,
School Commissioner.

MADRID, *December 9, 1886.*

ST. LAWRENCE COUNTY — THIRD DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction:

SIR.—In compliance with the request and directions given in your circular of October 22, I herewith submit my annual report:

STATISTICAL.

In my commissioner district there are 157 school-houses in which schools were kept some portion of the school year.

I made 243 school visits and held 14 public examinations. I also gave a large number of private examinations.

OBSERVATIONS.

I found some of the teachers doing excellent work. A few were doing very poor work, and some failed in government. The Potsdam Normal School is continually taking my best teachers and sending them to other schools where better wages are offered. What is our loss is their gain. Their places are filled by undergraduates and by members of several academic teachers' classes.

Quite a large percentage of my teachers attend schools some portion of the school year and, consequently, some trustees find it difficult to secure good teachers for fall terms of school. It is a hopeful sign, and I encourage their going to school. Some of the self-satisfied ones show no signs of improvement, either in qualifications or in their school work. Too many trustees want to hire just such teachers, and they blame the commissioner for refusing to license them. The people ought to ascertain whether their teachers are studying and becoming better qualified, or whether they are simply "rusting out."

LICENSES.

During the school year I gave 2 licenses of the first grade, 38 of the second grade, and 219 of the third grade. I also indorsed 43 Regents' testimonials, and 26 licenses given by other commissioners. "Amplly qualified" teachers are scarce. Some trustees find it difficult to hire teachers for the wages offered, but they could secure teachers enough if they could or would pay the wages asked. The best teachers are the cheapest. The annual school appropriation should be increased to \$5,000,000, so that the country schools could have more weeks of school and better qualified teachers. A liberal sum should also be allowed the Department for experimental work.

SCHOOL-HOUSES AND OUT-BUILDINGS.

During the year one school-house was burned and two new ones were built. Many of the school-houses are uncomfortable and injurious to the children. They are not properly seated, warmed, lighted or ventilated, and the out-buildings are in a wretched condition. A law should be enacted authorizing the Superintendent to appoint two or more skilled persons whose duty should be to visit every school-house in the State and make diagrams and sketches or photographs of each one, showing its condition, and how it is warmed, lighted, ventilated and supplied with school apparatus. They should also report the condition of out-buildings. These reports would give information needed by the Department. Power should be given the Superintendent to condemn school-houses and to order new ones built and old ones remodeled in accordance with plans and specifications furnished by him. He should have similar power in regard to out-buildings. Afterward the commissioners could be required to examine all school-houses and out-buildings and annually make specific supplementary reports to the Superintendent, stating their condition, etc. The present system is a failure and does not and will not give proper accommodations to the children.

TEACHERS' INSTITUTES.

Two joint institutes were held in this county during the last school year, one in November, at Hermon, which will probably be reported by the commissioner of the second district, and the other in April, at Norwood, in this district. They were held under the old system and were not entirely satisfactory to the teachers. I held a third district institute at Massena, the second week of this month. The roads and weather were unfavorable, but the attendance was very good. Professor Henry R. Sanford was the principal instructor, and he was ably assisted by Professor George C. Shults and Preceptress Amelia Morey, of the Potsdam Normal School. At my request Professor Sanford took up the subjects of primary, intermediate and advanced reading, and gave some class work. At

the request of the teachers he used one session for each of the subjects of spelling, advanced geography and blackboards. Professor Shults took the subjects of numbers and intermediate and advanced arithmetic with some class work. Miss Morey had language work and oral and advanced grammar with some class work. The work was entirely satisfactory and for the first time many of the teachers saw "methods" exemplified. I never saw teachers more attentive or appear more interested. Public lectures were given each evening and they were well attended by the people of Massena. We have never had a more profitable or more satisfactory institute. We like the new system. Some trustees very unwisely arranged to have their schools begin after the institute was held. They measure their schools by the dollars and cents paid and not by the quality of the work done. I think we ought to have a trustees' institute for two or three days each year and all of the trustees should be required to attend. They would become better qualified to discharge the duties of their office.

PUBLIC INTEREST.

You ask what can be done to interest the general public in the cause of education. The evening sessions of our institutes have been very beneficial to the localities where they have been held and they have done much to awaken such an interest, but we cannot have institutes in every place. I would suggest that the State try the experiment of having two or more enthusiastic educational men hold educational "revival meetings" of perhaps a week each in a large number of the towns of the State. We have successful "temperance revivals" when whole communities become interested in the cause of temperance, and we have political revivals or political campaigns in which political speakers arouse the general public and interest and educate them in political subjects. Could we not in a similar way make the people see that education is of vital importance to their children? Cannot educational men do as well in a similar line of work, if they devote their whole time and energies to it?

EDUCATIONAL JOURNALS

have been exhibited at each of our institutes, and teachers have been urged to subscribe for them, but not very many have done so. Trustees should require their teachers to read educational papers.

The

NORMAL GRADUATES

teaching in my district are doing good work.

AMENDMENTS TO SCHOOL LAW.

I am in favor of stopping the farce of appropriating so-called library money. It is rarely used for library purposes. Trustees

could be authorized or required to use a certain per cent of their public money for library purposes or for educational journals.

UNIFORM EXAMINATIONS.

I am in favor of a uniform system of examinations throughout the State, but I believe that the questions should be furnished by the Department and the examinations held by the commissioners and the papers examined by them only.

THE SCHOOL YEAR.

I am in favor of having the school year changed. Schools should not be kept in session later than the 30th of June. Let the school census be taken the 20th of June, then let the school year close the 30th of June, and let the annual school meetings be held the first Monday after the 4th of July. When the school census is required to be taken so long before the report is to be made, the trustees forget it and the census is not taken as required. The law now requires it to be taken before the blanks are sent to the trustees, and many of them do not get the information called for by the Department.

A LONGER SCHOOL TERM.

I am in favor of requiring each district to have at least 36 weeks of legal school each year. The children in the country schools ought to have as much schooling each year as the children in the village schools. The present law is unjust to them, for the majority of our country districts have only so much school as the law compels them to have. A very large per cent of our teachers have been pupils in our country schools and the present system has deprived them of many advantages which they ought to have had.

SCHOOL DISTRICT BOUNDARIES.

I am in favor of giving to town assessors the power to change the boundaries of school districts. The present method is too cumbersome.

POWER TO CONDEMN SCHOOL BUILDINGS.

I am in favor of giving to the State Superintendent the power to condemn school-houses and to order new ones built and old ones remodeled after the latest and most approved methods of warming, lighting and ventilating them. The same power should be given him in regard to out-buildings. This would be practicable after he had received the reports recommended elsewhere in this report.

NEW COMMISSIONER DISTRICTS.

I am in favor of giving to boards of supervisors the power to create new commissioner districts by subdividing and changing

old ones. This county should be divided into not less than five commissioner districts. Each commissioner would then have the supervision of nearly 100 schools.

I am under obligations to the Department for favors granted and to the people of my district for their generous hospitality and their uniform kindness and their assistance in my work.

Respectfully,

H. S. PERRIGO,

School Commissioner.

POTSDAM, November 20, 1886.

SARATOGA COUNTY — FIRST DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.— The second year of my term of office is nearly ended and I am reminded by your circular that it is my duty to submit a full written report of the school work in my district for the past year.

SCHOOLS IN THE DISTRICT.

I began the year with 106 school districts; now there are 104, having school-houses in Saratoga county, and 4 joint districts with school-houses located in Fulton county. No. 3, in the town of Halfmoon, and No. 8, in the town of Providence, have been annulled. What was No. 11, in the town of Halfmoon, is now No. 3; and what was No. 11, in the town of Providence, is now No. 8. Union districts No. 1, in the village of Ballston, employed 12 teachers; No. 6, in the village of Stillwater, 7; No. 1, of Waterford, 17; No. 1, in Halfmoon, and No. 3, in Galway, each 2; and common districts No. 10, of Stillwater, No. 10, of Halfmoon, and No. 11, of Milton, each 2. Each of the other districts employed 1, making 142 teachers employed for 28 weeks or more.

Besides the union and common schools in my district we have the Mechanicville Academy, with Mrs. S. E. King Ames for principal; the Charlton Academy, under the direction of Miss Mary Callaghan, whose efficiency is highly appreciated; and some private schools. A teachers' class is organized each year at the Mechanicville Academy and instructed by the principal, whose motto is "Onward and Upward." The union schools are all progressive, being obliged to increase their facilities nearly every year.

VISITS AND OBSERVATIONS.

I have visited each school in my district once, most of them twice, and some of them three times, making in all 183 offi-

cial visits ; sometimes not stopping more than half an hour and at others stopping a half day with the school and trustee, always endeavoring to render such help and advice as circumstances seemed to require. The more visits I make, the more I am convinced that this is an important part of a commissioner's work ; and although my whole time is given to school work, I have not done as much visiting as is needed. It was my intention to visit most of the schools this fall so that I might know whether the buildings were in order for the winter, and if not, to advise the trustee to make such repairs as were necessary. I found only about three-fourths of the schools in session and postponed the work for early winter. Sometimes there is more need of visiting the trustee than the school.

LICENSES.

I have held 8 public examinations this year : 4 at Ballston, 2 at Mechanicville and 2 at Galway, and have licensed 15 new applicants. There is difficulty in obtaining amply qualified teachers.

SCHOOL BUILDINGS.

The school buildings have been very much improved ; nearly all have been made comfortable and respectable, but a proper way of lighting and ventilating has been neglected. A few of the out-buildings are in a deplorable condition, having only one apartment for the accommodation of the sexes, and many of them are not accessible in the winter. I think plans of school buildings and out-buildings that could be erected at a cost of from \$500 to \$1,200 ought to be furnished by the State, and districts that build new should be required to adopt one suitable for their wants. Every district should be required to provide separate out-buildings for the accommodation of the sexes — at least the rooms should be separated by a coal-bin or wood-room.

TEACHERS' INSTITUTES.

I have heard more complaints about institute work in the last ten days than in all the time before during my term of office. A district employed a teacher for 12 weeks, and the last week of the term is the week for our institute. The school will close for the week, the teacher will attend the institute and the district will receive no benefit from it, for the school will begin the next Monday with a teacher who never attended an institute. A teacher is from Fulton county, gets \$5 per week for teaching, must ride 25 miles in stage, cannot reach our institute until Monday night, cannot get home until Saturday night, and at a cost of from \$7 to \$8 for the week, and have to borrow the money to pay it. I could tell of more complaints but will not, lest you think I am opposed to institute work. I am not opposed to any work that

will stimulate an interest on the part of teachers and arouse an interest in the cause of education on the part of the general public, but at present the interest is going the other way, for if we "convince a man against his will, he's of the same opinion still."

The two departments of the union free school will be closed next week, during the session of the teachers' institute at Saratoga. There is universal rebellion among teachers generally with regard to the recent law compelling attendance at the institutes, and it seems to be universally prophesied that it will not be long enforced.

TRUSTEES AND TEACHERS' CONVENTION.

My mind now is to try to have a trustees and teachers' convention in each town for one day. If I can get them to attend I think good results will follow.

EDUCATIONAL JOURNALS.

About one-half of the teachers in my district take some educational journal. A teacher who takes an educational journal is earnest in his work, has a love for souls, and is not teaching simply because he promised to, is the kind of teacher we want, no matter what school he comes from.

Thanking the Department for all favors, I am,

Your obedient servant,

JAMES F. McCORMICK,

School Commissioner.

BALLSTON CENTRE, *November 27, 1886.*

SARATOGA COUNTY — SECOND DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—In compliance with your wishes made known in a circular-letter dated October 22, 1886, I report as follows :

SCHOOLS OF THE DISTRICT.

This commissioner district includes the territory of 10 towns and contains 116 districts and parts of districts, that had school at least 28 weeks. District No. 16, Greenfield, had only 14 weeks school, and district No. 3, Hardley had none.

There are three union schools in the district. Those at Saratoga Springs and Schuylerville are splendidly equipped in all respects and are doing thorough work. The one at South Glens Falls is far below what it should be.

OFFICIAL VISITS.

I have made 113 official visits to schools in session, and have made other visits to settle district grievances, etc. With few exceptions I found the teachers interested and doing as good work as could be expected, taking into consideration the serious disadvantages under which so many of them labor, having no blackboards, or else very poor ones, no dictionary, and no maps or charts of any description.

Last winter the Legislature provided a remedy for evils of the kind named, and I shall endeavor to interest trustees in the matter. In connection with this subject it gives me pleasure to state that some of the trustees appreciate their privileges, and have supplied their schools with many needed articles.

LICENSES.

I have granted 40 licenses, including 10 or 12 certificates granted by the Regents' examiner to members of teachers' classes, which I indorsed. It has been my practice to renew the licenses of teachers when I am satisfied that they have been doing good work.

CONDITION OF SCHOOL BUILDINGS.

It is with satisfaction that I write in reference to our school buildings, as much has been done in the matter of building and repairing, more especially since the annual meeting. In the town of Wilton, which has 10 districts, one new school-house has been built since school meeting, and two others have been thoroughly repaired; so, practically, they have three new school-houses. There are but two more that need repairing to make it a town of good school-houses. Hadley has built one new school-house. Districts in Day and Edinburgh have promised to repair or rebuild, and I expect them to do it or suffer the consequences, as their school-houses are in a very dilapidated and unhealthful condition.

One difficulty, perhaps the greatest, in the matter of building and repairing school-houses is the ignorance of the people, *and the worst feature of that ignorance is that it thinks it knows*. When any building or repairing is to be done, the district goes at it never thinking it necessary to ask the advice of the commissioners, but follows ideas of its own, and as a result, too often, the new house isn't much better for teachers and children, *as a school-house*, than the old. Many districts haven't any idea there is such a law as found in section 18, title 7, of the school laws, and it sometimes happens that a school-house is built before the commissioner knows any thing about it. The law is all right, but districts are not provided with it, therefore are unavoidably ignorant.

TEACHERS' INSTITUTES.

I believe the institute is one of the most important factors of our educational system. Some of our union schools think, however,

that it isn't particularly beneficial to them as now conducted, claiming—and justly, too, perhaps—that the instruction is adapted more especially for ungraded schools. In general there isn't any objection to the institute. Teachers and trustees know the law and quietly submit and nearly all willingly. No part of the institute work has been of so much practical benefit to the younger teachers and those who haven't had the advantages of Normal training, as the class exercises we have had. I am a firm believer in the institute rightly conducted, for its mission is to educate every teacher. We haven't held any district institutes, so cannot speak from experience as to their value over the old-time institute, but can see that we have a right to expect better results.

UNIFORM EXAMINATIONS.

I think nothing could be done that would arouse more thoroughly an interest in the cause of education among the masses than a uniform system of examinations emanating from the Department. It might be the means of arousing them to the fact that the State is doing something for them, and it wouldn't be more than just for them to try to do something for themselves. Whether it aroused the people or no, I am positive that it would be a great improvement over the present system. Now each commissioner fixes a standard for himself, and there are nearly as many standards as there are commissioners.

EDUCATIONAL PAPERS

are taken or read by fully 75 per cent of our teachers. All of our best teachers take and read them. We could wish for no better evidence of their value than this fact.

NORMAL GRADUATES.

We have but few Normal graduates teaching in our ungraded schools, though many are teaching who have received Normal training. Their work, every thing else being equal, is far better than that of teachers who haven't had the advantages of that training.

SUGGESTIONS.

I believe the following revisions of the school laws would be salutary :

A uniform system of examinations throughout the State.

Require every school to be taught 30 weeks to entitle it to the teachers' quota.

Thanking the Department for its many favors, I am

Respectfully yours,

JAS. G. WEEDEN,

School Commissioner.

GREENFIELD CENTRE, *November 27, 1886.*

SCHENECTADY COUNTY.

HON. A. S. DRAPER,

Superintendent of Public Instruction :

SIR. — I am reminded anew of the rapid flight of time, and especially in an official sense, by your request for the customary report in writing to supplement the annual financial and statistical reports required of all school commissioners in this State. Sufficient happens during a school year for special narration of the kind, and in complying with your wish, I will try and confine myself to facts more than mere assertions. Since my last report to your predecessor, I have kept two matters in constant official view, that is to improve, if possible, the standard for teaching, and to have the facilities for the work aided by modern and comfortable school buildings. A limited official term doesn't warrant doing all that one could wish in either direction, but to witness advancement is indeed encouraging.

TEACHERS AND THEIR WORK.

The 60 schools in the towns of this county were served during the school year ending August 20, 1886, by 103 teachers, of whom 32 were males and 71 females. Twenty-four of the schools had teachers under engagement the entire school year, the residue changed teachers, and often to male teachers for the winter term of school. A change of the last kind may seem warranted in certain districts of exposed school sites to storm and snow drift. In any such, however, it would be better to hire male teachers for the school year, and in all districts the teachers of either sex, when capable and proficient, should have an annual engagement — subject to good service — and in behalf of the best interests of pupils. Few there are who can consistently advocate a too frequent change of teachers in the school-room. When this fact becomes reduced to general practice, the need for greater preparation than common for the work of a teacher will be very plain. A too prevalent belief that most any one can teach is being changed in the light of modern advancement. To make the profession of teaching properly respected and remunerated, a course of preparation should precede active interest in the calling. The plan of uniform questions for candidates is likely to weed out the undeserving from soliciting the trust, while the work done in the school-room will as ever prove the true, earnest teacher, and not the quality alone of mere book knowledge held. It has been my purpose during the last school year to observe, as carefully as possible, whether the teachers within my jurisdiction have properly attended to their responsible duties. To that end I make it a practice to visit every school at least twice annually, making for the school year of 1885-6 the number of 133 visits. While the pay for a teacher in certain districts is not sufficient to call into ser-

vice the best teaching talent, it will not be impossible to do justice to all districts when teachers in general become fully interested in their work. Improvement of no mean order is being noticed from year to year in this county. It is shown not alone at teachers' institutes and associations, but among teachers with schools by a general subscription to educational journals, to interest in improved school-room methods, and to actual practice of the same with or without full facilities at command. While but four Normal graduates were employed in the last school year in the district schools of this county, it can be hoped the number will speedily increase so that the absence of professional training will be less manifest. Under existing circumstances, many are entitled to much credit for remaining in an arduous calling with moderate prior training and encompassed by not a few discouragements.

Since my last written reports to your Department, I have quite strictly followed a course not to license teachers in excess of the wants of the schools. I find in practice this rule works well. During the period named (since December 15, 1885), I have issued 27 licenses to teach, and mainly as promotions from a next lower grade. I have kept a record of 40 renewals. In addition, I have for good cause indorsed a few certificates of other commissioners. The plan of issuing permits for trial as a teacher I have tried in a few cases, but as the result is not wholly satisfactory, I have determined hereafter to grant nothing under a third grade certificate. I base gradation, when possible, upon the work done by a teacher in the school-room. The last school year, in respective order, the grades granted were as follows: First, 2; second, 13; third, 12; and the renewals were, first grade, 1; second, 20; third, 19. The entire number of 67 is 2 more than for the year preceding. I have rejected several applicants to teach, for lack of scholarship and presumed aptitude.

IMPROVED SCHOOL BUILDINGS.

However difficult may be the labor of getting the schools capably served, it seems at times less serious than the task, in many cases, of having properly-built school-houses, all suitably equipped in essential needs for the convenience and comfort of teachers and pupils. My course is always to leave well enough alone when able to, and to give main attention to structures here and there which cannot well defer needed improvement. When repairs are possible and can be made to plain advantage, the expense of a new building is never urged. I am glad to admit, however, that more than ordinary interest exists among the patrons and friends of the town schools of this county in reference to good school buildings, proper sites, convenient accessories for work, and capable teachers to do the work. This feeling is a step in the right direction, and its growth will prove most encouraging to teachers as well as commissioner. Since my last report action has been taken by the residents of district No. 17, in the town

of Duaneburgh, the result of which will be that the village of Maria-ville will have erected next spring a new school-house upon a changed site. Similar action will follow at the same time in district No. 4 (the Hardenburgh) of the town of Princetown, as a result of the condemnation, by the commissioner and supervisor, of the oldest school-house in this county. The school-house in district No. 15 of the town of Glenville has been thoroughly repaired, as the result of a special meeting. New patent seats and desks, a blackboard of slate, and other conveniences are included. While a few new buildings are still essential and are in early contemplation by certain district tax payers, a number of others need improved seating facilities, with some other repairing. Attention to a matter of its importance has been urged in each case, and favorable action is deemed, in most cases, as not remote. During official visits to the schools, the teachers are requested to aid in this work, and at all times to watch the health and comfort of pupils while looking after their educational and moral guidance. The following improvements to school buildings have been noticed during the year. Possibly the list is not complete in every respect. In the town of Duaneburgh, a new floor has been put in school-house No. 7. No. 13 was to be made more comfortable, and will be fully so with new seats of a modern kind. No. 18 (of Upper Quaker Street) obtained a new bell for its tower, a dictionary, wall maps and a physiological chart as the result of a fund raised by an enterprising teacher and willing pupils in an entertainment by the latter. No. 19 in the same town (Duaneburgh) has had a new interior siding. No. 24 (Braman's Corners) has a sufficient attendance to warrant a new and larger building. Of the Princetown schools not before mentioned, No. 5 has been given a new chimney and better flue, while No. 6 (the Pine Grove) district has new out-buildings, blackboard and chart, and will, ere long, feel obliged — as for some time contemplated — to rebuild the school-house. The interior of No. 3 of Rotterdam has been improved; No. 4 has a new blackboard of slate; No. 5 has roof re-shingled and new wall chart; No. 7, new out-house; No. 9, repairs about to be made; No. 10 (Mohawkville) interior repainted and new ceiling; No. 12, new blackboard of slate; No. 13, a force pump. The school at No. 9 (Hoffman's Ferry), district of the town of Glenville, has been refloored and its exterior handsomely repainted; No. 10 has been provided with a new blackboard of slate; No. 13 has a new floor and roof; No. 18, new benches to its seats. In district No. 1 of Niskayuna, a new bell in the tower preceded the repainting of the interior and exterior of the school-house, whose walls were also kalsomined; No. 4 (Niskayuna village) received a dictionary and globe as the result of an entertainment by the pupils in charge of the teacher. The foregoing will show that in less essential matters, however important in each instance, the cause of public instruction is not utterly neglected in the districts named.

TOPICS AND SUGGESTIONS.

The division of the school year into three terms, which was made possible by the change in the time for holding the annual district meetings, that went into effect nearly three years ago, is productive of good results in this county as elsewhere in the State. In practice both large and small schools are benefited by having three instead of two terms each year, and the closing of school during the hot months of July and August follows in the natural course of events. I am glad to perceive that my advice to the districts of this county to begin the schools with a fall term, as soon as possible after the August meetings, is received with very general favor.

Another course I have always advocated has been the adoption of the one-trustee plan for districts; well satisfied that after a thorough trial the chance is slight for any voluntary return to the three trustee system. Of the 60 school districts in this county all but four of them have a sole trustee. Of the number that adhere to three trustees, the town of Princetown has one district, and Glenville three districts. Five years ago one-third of all the districts had three trustees each. Right here I desire to say that trustees who consent to serve their districts without frequent rotation in office, often become well informed in regard to their duties, and in consequence are of valued service. It seems to me the State should have a fee system in respect to certain labor required of trustees, as the compilation of their annual reports, the census of district children, etc. It is not right to ask for gratuitous work in every respect, even with full allowance for all proper interest in community and educational affairs. The State should also, by legislative authority, see that every school district be supplied with the school laws, suitably bound, so that trustees have a guide for the proper discharge of their responsible trusts. A special appropriation for a revised code, once in every fifteen or twenty years, to be kept in custody of the district clerk, ought to prove money well expended.

District meetings should, as a rule, be invariably well attended. This holds true especially of the annual meeting held on the last Tuesday in August, when district business for the ensuing school year awaits adjustment. Often at such a time a commissioner desires to make practical suggestions, and it is only fair that a full attendance of qualified voters be present. My own course has been to take this opportunity to present some views of importance to school interests. Whether or not such is the case, the usual business before a meeting is always sufficient to warrant a full turn out and active interest in the proceedings. Districts vary in this regard, and it should never be necessary to have a special call for a meeting in order to get out every voter.

District consolidation, while becoming necessary in the case of declining districts, is not over easy to put in practice. The fact is undeniable that numerous weak districts throughout the State would be benefited by uniting with adjoining districts, and the State De-

partment undoubtedly favors that course when practicable, if not indeed the township system outright. In this county I have known but one district where consolidation has been invited by natural boundaries. I refer to the 20th (or Rockwell) district of Duaneburgh, in which case I issued a recent order to unite the district with the adjoining (or Mariaville) district, and in order to have the benefit of a pending new school-house and capable teaching. At a subsequent hearing in the case with the town supervisor and clerk, those present from the dissenting (or 20th) district united in so vigorous a protest against consolidation that the order to that effect was reversed.

At the last institute a committee of teachers reported a plan for a system of uniform text-books for use in the town schools of this county. The design is to prevent the expense of other books when changing residence from one district to another, and to aid the work of teachers by lessening any over number of classes in certain branches of study. The committee reported in favor of no change in those text-books now found in the greatest use, and chiefly excepted a series of readers and a work in language instruction on a modern basis. The report is judicious and temperate, and should commend itself to all. It shows that the town schools of this county are fully alive to the marked advance in educational methods of the present age.

I have advised teachers to occasionally interrupt the routine work of school hours. The practice of singing is a means to this end, but is not followed in many schools for lack of leadership or other essentials. A public exercise for a Friday afternoon of each month of a school term, to which parents and others are urged to attend, is also earnestly recommended. The practice always leads to good results, and awakens confidence and good feeling on the part of the children. It also interests adults more than common in school matters.

THE TEACHERS' INSTITUTE.

This gathering for the year 1886 was held at the court-house in this city during the first week of October. The institute was in charge of Dr. John H. French as principal, and Professor L. B. Newell as associate conductor, and well did they discharge their respective functions. The benefit of requiring a full attendance of teachers from the beginning to the close of an institute was never better shown here, and the good results are seen in every school district in this county. The previous institute achieved a similar result, and succeeded in revolutionizing primary teaching in its application to the word and script method with beginners. The practical nature of institute work is leading every year to drills in actual school-room teaching, and has become so important as a Normal training school that no teacher can afford to miss the instruction. "How to teach" is the main requisite for a modern institute to impart, and teachers should be constantly questioned as well as invited to ask questions. That feature of institute week here, a trustees'

day, proved very successful for a fall gathering, and met the entire commendation of the State Superintendent, who favored the meeting with his presence and took an active part in the proceedings. The main evening exercises of the week were in charge of the County Teachers' Association, and proved very successful in every respect. The public audiences were large and attentive.

THE COUNTY TEACHERS' ASSOCIATION.

This body meets in regular session twice a year. The first meeting in January is held in this city, when before adjournment the members vote the place of the second (or June) meeting at some accessible site in one of the county towns. At the last June meeting held at Upper Quaker Street, the attendance of teachers was very large and the interest was kept unabated throughout. A similar meeting in January next bids fair to establish the association on a firm basis for future usefulness. The fact is one of great encouragement. It results from a hearty co-operation in the work by town and city teachers, the assistance of the commissioner, and the earnest efforts of Superintendent Howe, Professor Halsey and others. The course of association work is in the discussion of questions prepared on school studies and methods, and is at once interesting and useful. Town and city associations for monthly meetings have also been advocated, but thus far the town of Duanesburgh has alone taken action and holds an occasional session to good effect.

CONCLUSION.

The school age seems to cease in most schools at a much earlier time than the law justifies. Fifteen years as a limit seem to reach the case. The fact shows the necessity for thorough rudimentary teaching, and no lack of attention to the subjects of morals and manners. Teachers in consequence have a most important trust within keeping, and should receive, when capable, the active countenance and support of trustees and parents. Thankful indeed for the school-room efforts of many teachers within my jurisdiction; for the interest, aid and courtesy of most trustees; for the hospitality and well wishes of parents; the aid of the local press; and the prompt attention to official wants by the State Department of Public Instruction, this report is herewith respectfully submitted.

C. W. VAN SANTVOORD,
School Commissioner.

SCHENECTADY, *November 27, 1886.*

SCHOHARIE COUNTY — FIRST DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR. — In compliance with your request of October 22, 1886, I herewith submit the following report of the needs and condition of the common schools of the first commissioner district of Schoharie county :

SCHOOLS IN THE DISTRICT.

In this district there are 99 schools in all as follows, viz. : One union free school employing 6 teachers; 1 union free school employing 5 teachers; 2 common schools employing each 2 teachers; 95 common schools employing each 1 teacher.

These two union schools are at Middleburgh and Schoharie villages.

The one at Schoharie is under the charge of Principal Solomon Sias, and, having had the benefit of his experience for a long term of years, is a well-established institution.

While the other, although but just entering upon the third year of its existence, is already one of the best schools in the State.

VISITS.

I have during the year made 166 official visits to the different schools.

IMPRESSIONS RECEIVED.

From the information which I have gathered during the year, I have been impressed with the truth of the following facts, viz. :

1st. That as a rule sufficient care is not paid by the patrons of the schools to see that suitable persons are elected to the office of trustee; that in a large proportion of instances narrow-minded and parsimonious persons are elected as trustees, whose policy is to starve the schools. They seem to think that if they can run the school on the public money, and have some of it left over, that they have faithfully discharged their duty.

2d. That too little attention is paid, even by well-meaning and liberal-minded trustees, to providing their teachers and school-houses with sufficient blackboards, globes and other apparatus, while with many trustees, a dictionary is a luxury that it would be a piece of extravagance to buy.

3d. That many trustees neglect and even refuse to comply with the statute which requires them to see that physiology and hygiene is taught in their schools.

4th. That the law requiring a uniformity of text-books amounts to nothing. In many, I might say two-thirds of the schools in the rural districts, you will find from two to five different kinds of text-books upon the same subject.

5th. That the law prohibiting the licensing of teachers under the age of sixteen years has had a tendency to exclude from the profession many persons of immature years and judgment; and to raise the wages of teachers by decreasing the number of applicants for license.

6th. That there is a growing tendency upon the part of trustees to hire teachers for the entire year, rather than for a single term.

LICENSES.

I have during the year issued 154 licenses as follows: First grades, 10; second grades, 69; third grades, 75; total, 154.

In some instances I have been compelled to license individuals in order to fill the schools, although in my judgment they hardly came up to the standard.

TEACHERS' WAGES.

Although the district is suffering a financial depression, owing to the failure of the hop crop, which is the principal agricultural product of the county, and to a general stagnation of business, yet I am of the opinion that teachers' wages have been somewhat better than usual.

CONDITION OF SCHOOL BUILDINGS.

I have endeavored to, and I think that I have accomplished considerable in the way of repairs to the school-houses and their appurtenances.

During my term of office no less than 13 school-houses have been erected, and one is now in process of erection.

Many more than that number have undergone extensive repairs, until with a few exceptions my school-houses are generally good. The progress made in this respect is very gratifying.

TEACHERS' INSTITUTES.

As to institutes, it is my judgment that the law requiring attendance of teachers has been productive of much good. It has brought teachers to realize that the State maintains the institute for their benefit, and not for their amusement.

They have come to look upon it in the true light, as a school for teachers, and not as a place of recreation.

I think that one or two more years under the present compulsory law will fully demonstrate the problem whether the institute is accomplishing all the good which it was designed to accomplish.

And yet it will not do, in my judgment, to compel teachers to attend the institute and spend their time and money unless the State sees to it that the proper kind of instruction, and the kind of men that are capable of imparting the same in an interesting and instructive manner are furnished.

Fine-spun theories administered to the teachers will not do; they want something practical; something which they can put in everyday use as soon as they return to their school-rooms.

I do not think that there is as much objection to the institute as formerly.

My experience is, that when teachers receive the full value of their time and money, they do not find fault. But when the teachers are impressed with the idea that the instruction which they have received is of no practical value to them, then the teacher is dissatisfied with the institute.

So that while the State has scored one great point in endeavoring to establish the importance of the institute, viz.: The attendance of teachers, it must not forget that, in order to render it of the highest possible advantage to our work, the interest of the teacher must be gained and kept by the proper kind of instruction.

The district institute plan not having been tried in this county, I cannot speak with certainty of its probable results.

I am, however, able to say that many of my teachers have expressed themselves strongly in its favor, and are looking forward to the future with bright hopes of its success.

Neither has there been much class-room work in our institutes of late years, the work having been done almost exclusively by the instructors sent to us by the Department.

And yet our teachers very often had the benefit of such work at our county associations where class exercises are a familiar feature.

I cannot conceive of any kind of work which will better benefit the teacher than a class exercise.

Nothing, in my judgment, serves better to illustrate methods, because in work of this kind the method is put in practice.

EDUCATIONAL JOURNALS.

Educational papers are taken by about two-thirds of my teachers.

Much progress has been made in this direction during the year. The benefit to be derived by a young inexperienced teacher from a good educational journal is not to be estimated.

NORMAL GRADUATES.

The work of Normal graduates, taken as a whole, is better than that of teachers who have never received the benefit of Normal instruction.

CONDEMNATION OF SCHOOL-HOUSES.

I think the school law ought to be amended so as to vest in the commissioner the sole and exclusive right to condemn a school-house.

Very often a supervisor cannot be induced to join the commissioner in such an act because he fears he will make political enemies,

or, if he is a merchant, as supervisors in the rural district often are, that he will lose trade, while the commissioner, who was elected for the purpose of promoting the interests of the schools and whose relations with the people of the district are not so close as are those of the supervisor, and who is, therefore, more independent, is not afraid to act. Commissioners always like to see good school buildings, while to supervisors it is a matter of little concern.

AMENDMENT TO TAX LAW.

Again, the law, by virtue of which contiguous territory lying in one district may be taxed in another, should be amended if not repealed.

I know of two districts—we will call them Nos. 1 and 2—where a tax payer in No. 1 has purchased several farms situated in No. 2 and contiguous to his homestead, which is in No. 1, and has thereby caused the said farms to be taxable in No. 1. And when you consider that the assessed valuation of district No. 2 is but \$11,000 or \$12,000, you can readily see how serious an injury is done by thus withdrawing \$3,000 or \$4,000 worth of property.

These are the only desired amendments to the law which suggest themselves to me. All of which is respectfully submitted.

Yours truly,

LE GRAND VAN TUYL,

School Commissioner.

GILBOA, November 29, 1886.

SCHOHARIE COUNTY — SECOND DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction:

SIR.—In compliance with the directions contained in an official circular of October 22d, I respectfully submit the following report for the year ending August 20, 1886:

CAUSE FOR ENCOURAGEMENT.

The condition and progress of the schools in this commissioner district are very encouraging. In no particular is there more gratifying evidence of success and progress than is afforded by the steady improvement of our teachers.

The exhibits as presented to you in my abstracts of trustees' reports are encouraging to those who have accomplished such satisfactory results. This work has been accomplished under the blessings of God, only by the most earnest effort—not the effort of any one individual by any means, but the united, harmonious, persistent effort of many. On the whole our schools have moved forward during the twelve months past.

NUMBER OF SCHOOL DISTRICTS.

There are 98 schools in this commissioner district at the present time. During the past year three weak and irresponsible school districts have been annulled by order of the school commissioner. Other districts will be dissolved in the process of time. The interests of education will be best subserved by a consolidation of the small outlying districts. The patrons of the schools generally approve of such a course. This commissioner district contains two union free schools, located respectively at Cobleskill and Sharon Springs.

VISITS AND OBSERVATIONS. AGITATION NECESSARY.

During the past year I made 190 official visits to the schools under my charge. These visits are very exhaustive of mental and physical power. The school buildings are scattered over an extensive territory, and in order to visit each school much time and travel are necessary. These visits placed me in direct contact with teacher and pupil. Not many of the patrons of the schools are seen in the limited time devoted to each district. By meeting teacher and pupil, I am able to suggest what I consider needed improvements in methods of work, but I cannot visit all of the patrons at their homes.

Some means should be adopted to bring about needed reforms in our rural schools. Agitation educates and education brings reform. Reforms move slowly, but unusual commotion in the public mind sometimes leads to very rapid and unexpected results. I believe that great good would grow out of a lecture system. Let competent State lecturers canvass the commissioner districts and make stirring addresses in each school district. The commissioner cannot do this work. There is too much of it. The commissioner may put forth every reasonable effort and make a great expenditure of energy, and yet the unwelcome fact confronts him that the cause of education receives too little attention at the hands of a large portion of the people. Needed reforms in the sanitation of our school buildings should be effected. The principles of ventilation, heating, location and construction, as understood and practiced by competent architects, are not intelligently applied to our school buildings. It should be unnecessary at this late day to quote the well-worn proofs that air loaded with organic matter—"school-room" air—is the great source of nervous disorders and depression of the physical powers, of tubercular diseases and consumption; every one knows them by heart. It is not, however, so generally known that children are many times more sensitive to atmospheric poison than adults, and that their natural brightness and activity during their school life, instead of showing that they endure its noxious influences with impunity, only conceal for the time the disordered condition of the lungs or nervous system, which will assert itself when

it is too late to apply a remedy. But few school buildings have well devised systems of ventilation. Vast amounts of money are wasted on schools because of impure air in school-rooms. Pupils should be cautioned to avoid drafts of air at all times. Teachers and trustees are responsible for the intelligent and regular use of some safe system of ventilation. No thermometers are found in the school-rooms to show the mean temperature. There is a lack of comfortable and convenient seats and desks. Desk accommodations are not graded, and seats assigned according to size of pupil. No measures are taken to avoid many bad habits of posture and deformity. But few schools are provided with cloak-rooms or wardrobes, with pegs or hooks on which to hang outer garments and wet clothing.

On visiting schools I have noticed the continual interruptions, annoyances and distractions caused to pupils and teachers by the moving around to stir up fires which have not a proper chimney draft; by the frequent rests, sometimes on the part of the teacher, sometimes of pupils, to relieve the eyes from the painful glare of a front light, by the confusion and relaxation of discipline which follow the collision of pupils in the tortuous and inconvenient passages among the desks, and the countless other annoyances which follow from the improper position of windows, desks, stoves and doors. The weekly aggregate of time wasted by the disadvantages of bad or ill-considered arrangement of the school-rooms is difficult to realize.

It is conceded by all authorities that the most comfortable and wholesome light for the eyes is that coming from one side of the room, without interfering cross-lights from windows in the opposite side or from front or rear; and it is furthermore desirable that the light should come from a group of windows, or a single one, rather than from a succession of them, separated by wide piers, which cast annoying shadows. But little attention is paid to the proper care of the eyes of pupils. Cross-lights, excessive, dim and flickering lights are found in many of our school-rooms. The defects of ill-lighted rooms are seldom remedied by curtains.

But few schools are provided with wash-basins, towels, looking-glasses and other necessities for the encouragement of habits of neatness and good taste on the part of the pupil. These things should be provided at the expense of the district, as neglect of cleanliness produces bodily discomfort and frequently disease.

I find in most districts a degrading and inexcusable neglect about the school premises, especially as regards out-houses. In the construction of out-houses the modesty of children is seldom considered. Some one is responsible for the dangerous exposure in winter to a delicate child in leaving a hot room, and traversing, perhaps, the length of the playground to a miserable, dilapidated shed through which the wind blows freely. Some one is responsible for the no less injurious repression of the natural functions which the dread of

observation and exposure occasions. The blunting of the natural modesty of children and the opportunity of corrupting themselves and others which is afforded by the shiftless, indecent and promiscuous arrangement and condition of the ordinary school privies, urgently demand that these necessary appliances should receive at least as much care as the other circumstances of school life. How deeply children may be dragged by their school associations is well known to experienced teachers and physicians, and even the public is sometimes startled into attention by the revelation of the condition into which such influences, joined to the horrible knowledge derived from the books which certain criminals delight to scatter among the young, may bring a school. Even young children are liable to have a bias given to their thoughts which they will bitterly regret in later years. For these reasons delicate precautions are necessary in planning for school children whose minds are susceptible to the influence of their material surroundings. The position of the retiring places should be arranged with due regard to convenience, unobtrusiveness, cleanliness and privacy. Unsuitable out-houses are nuisances, and trustees are responsible for maintaining them. Education, as understood by the masses and the unthinking, consists in the imparting of knowledge to the young. Education in its broadest sense contemplates not only instruction, but the development of the moral, physical and intellectual capacities of the pupil. What we need to-day, unquestionably, is a greater and deeper interest in matters relating to public education as shown by liberal appropriations and actual, honest work on the part of school officers and teachers.

My visits to the schools reveal the fact that many teachers fail in the discipline of their schools. A good teacher is a *good* disciplinarian. I have often witnessed the utter failure of apparently competent teachers for the want of system in the arrangement and classification of their schools. Public opinion must be employed to secure good order, control recklessness, subdue rebellion and crush out the evil tendency of bad habits. Whatever is right and proper and necessary to make a good school must be made popular. Whatever is wrong and of evil tendency must be made unpopular. Public opinion is a moulding and controlling power in the school-room. This must be created and directed by the teacher.

TOWN TEACHERS' ASSOCIATIONS

have received considerable attention during the year just closed. Most of the towns held five or six meetings. Practical programmes are prepared and followed and the teachers receive much benefit at the meetings.

JOURNALISTIC.

In addition to the other work of the office, for two years I have issued a monthly educational paper as a medium of communication between myself and the teachers, school officers and patrons of the schools.

LICENSES.

One hundred and eighty-one teachers were licensed by me, 5 by the State Superintendent and 4 by Normal schools; 81 were males and 109 were females. The Normal schools do not supply many teachers for our common schools.

Were it not for the work of undergraduates, the Normal schools would be of little service to this commissioner district. There is some difficulty experienced by school trustees in procuring amply qualified teachers. Believing in the "survival of the fittest," I have subjected my teachers to rigid examinations and licensed those whose scholarship and experience entitled them to positions in our schools.

NO POLITICS IN THE SCHOOL SYSTEM.

During my five years of service as commissioner, I have not found any trouble from political influence. I have never sought to know the politics of any teacher or school officer. There is a tendency in this county to divorce the office of school commissioner from the realm of politics, and the reform is meeting with popular favor. I am of the opinion that the people can safely be trusted in the election of school commissioners and am not in favor of making the office an appointive one. The commissioners of the State are an earnest set of men, and could they be elected during good behavior, and not obliged to tread the mill of politics every three years, they would be in a position to do far more good than it is possible now. The office of school commissioner should be filled by an educator in the best sense of the term. It should be filled by a man who knows something of the actual needs and condition of the schools—a man who has sufficient scholarship and breadth of view to grasp the needs of our school system, and sufficient originality, combined with sound sense, to enable him to devise and carry out methods which will increase the efficiency of the work in his district. In the scramble for office that is continually going on in this country, some things of great importance are frequently forgotten. It would be wiser and better to select an educator of high standing and long experience for the office of school commissioner rather than one who, however worthy, must base his claims to the office mainly upon political services either rendered or assumed. It has been a reproach that this office, which is related so directly to the educational system of the State, should, at any time, have been made the foot-ball of politics.

UNIVERSAL EDUCATION.

The corner-stone of the Republic rests on the intelligence of its men and women. Through it the country has expanded into the greatest and grandest nation the world has yet seen; and our future depends largely upon the extent we espouse the cause of the primary school, the academy, the seminary and the college. It will not do to have half or even three-quarters of our population able to read and write. It should comprise every adult that goes to make up city, village or town.

Any system that fails to make education universal fails in the most important requisite; and in looking over the present system, admirable in the remaining essential features, is lamentably deficient in this. The State of New York, mindful of the necessity of her sons and daughters being schooled properly, passed a compulsory educational law a few years ago, obliging every person, ranging in age from 8 to 14 years, to spend at least 7 weeks of the 12 months in school. Not the slightest heed has been paid to its enforcement, and there is no more compulsion in school attendance than if the statute had never been enacted. There is a dense amount of ignorance even in the enlightened State of New York, and the inability to cope with it is a matter of regret to every educator who values the future of the country. This commissioner district has a school population of 4,820, yet only 3,827 pupils are registered, and the average attendance is only 2,137. There ought to be a law that would compel people to give their offspring at least a knowledge of reading and writing. Parents owe it to themselves to see that their children are not handicapped in the race of life by ignorance of these branches. When fathers and mothers ignore such teaching, the State should step in and demand that the children shall acquire rudimentary instruction. Only by resorting to forceful procedure can we check the growth of ignorance and its train of evils. It will require heroic measures, but the State must be equal to the emergency, and relieve the Commonwealth of this taint in its glorious career.

INSTITUTE WORK.

The action of the Department in arranging for smaller institutes meets with my approval. A joint session was held this year, but separate sessions will be held in this county next fall. If the attendance at institutes is to remain compulsory, no effort should be spared toward perfecting the quantity and quality of the instruction given. Our teachers will not submit to the process of being fed with an empty spoon. Institute instruction should be plain, practical and helpful to every teacher present. I am an ardent advocate of teachers' institutes, and I wish to see this agency for the improvement of teachers made of the highest possible advantage to every teacher in his work. More class-work and general discussion could very profitably be introduced into the programme for the week. As the time of the session is short, the subject-matter of the discussions should be well digested and "boiled down." We need the truth, and truth needs no flowers of speech. Let the suggestions be well considered and practical.

Schoharie County Teachers' Association is an important auxiliary in the educational forces of this county. The meetings continue to grow in interest and profit.

Thanking the Department for favors received, I remain,

Very respectfully,

JACOB H. MANN,

School Commissioner.

WEST FULTON, *December 1, 1886.*

SCHUYLER COUNTY.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR. -- In response to your circular of October 22, for a written report of the condition of the schools of this commissioner district, the following is respectfully submitted :

NUMBER OF SCHOOL DISTRICTS.

There are 107 school districts which have their school-houses in this county ; 3 of these are union school districts and the others are all common, organized under the general school law. Teachers are employed as follows :

In 99 districts, 1 teacher each, 99 teachers ; in 6 districts, 2 teachers each, 12 teachers ; in 1 district 4 teachers ; in 1 district 12 teachers ; total, 107 districts, 127 teachers.

VISITS AND OBSERVATIONS.

Since my last report I have made about 175 visits to the schools of the county, while they were in session, and the following is a brief statement of the impressions received as the result of those visits :

First. I observe a general indifference on the part of the mass of people as to the prosperity of the schools. I am not sure that I should make that statement, however, without giving some explanation of it. In fact any estimate of school work is worthless unless the standard of judgment is known. One person might visit the schools of a county and declare them to be in a prosperous condition ; another person passing over the same route and inspecting the same schools would honestly believe them to be in a deplorable condition. Each would be right in his estimate of the condition of the schools, if he who received that estimation accepted the standard of judgment used by each. Hence arises the difficulty of making one's self understood in regard to the real status of school work in any part of the State inasmuch as there is no common standard by the use of which these things are, or can be measured.

The statement, therefore, in regard to the indifference of the people must be understood as having been made in accordance with what some are pleased to call the more advanced conception of what people ought to think of schools and school work. Even this is indefinite enough.

Second. There are so many small schools, the patrons of which are unwilling to employ a good teacher. When it is known that nearly one-fourth of the schools in this county report an average daily attendance of less than ten pupils, a partial excuse at least is found for unwillingness on the part of the residents of such a district to secure the services of a competent teacher.

Third. I am impressed with the fact that teachers fail more often in their work because of not understanding the philosophy of teaching than for any other reason. To understand arithmetic, and to understand how to teach arithmetic are two things. A large number of our teachers are those who have received their education in the rural schools with the possible exception of a term or two in some academy, and when they begin their work as teachers the fact is too apparent to be overlooked that they use the methods by which they were instructed; and thus do antiquated methods and the evils thereof have a tendency to perpetuate themselves.

The larger portion of those who fill our schools as teachers have no adequate preparation for the work they undertake to accomplish. They are able to pass a fair examination, that is to say, they are able to answer the questions in arithmetic, geography, etc., if they be asked in a way that permits of the answer being given by reciting some definition or rule learned from the book. Of course there are many notable exceptions to this rule. I am, however, well convinced that the schools of the State can never reach that degree of advancement which every thoughtful person must acknowledge they should reach, until some force is set in operation whereby only qualified teachers will be permitted to enter the schools. I do not wish, however, to be understood as conveying the idea that Schuyler is below the average in this respect. On the contrary, I am sure that by the wise administration of my predecessors in office, the schools of this county are in as good condition as any similarly situated in the State. These small schools demand teachers who will work for a dollar a day, or less, and many of the larger schools consider the cheaper teacher the more desirable. It may be thought by the casual observer that the school commissioner can regulate the matter by some legerdemain or other, so that only qualified teachers shall be licensed; and while I admit that something can be done in this direction, yet the fact remains that in teaching, as in any other line of activity, demand ultimately rules the supply; and with the present estimate of school work on the part of the great mass of people the demand is for cheap teachers as against qualified ones.

It seems to me that the final solution of the question must reach one of two conclusions: Either school authorities must interfere, and arbitrarily impose upon the people something they do not want, or by some means known or unknown to so elevate the general intelligence of the people that they shall desire good schools as against cheap schools. Of course in our country of free institutions, where freedom is the watchword, and where every thing arbitrary is held in holy contempt, to undertake to solve the problem by the enforcement of the first proposition would certainly prove abortive. Therefore, the single alternative remains, to elevate or enlighten the patrons of the schools. This may seem like begging the question — answering a question by asking a more difficult one, the impression is received that nothing new is gained.

It will appear, however, that this much is gained, that while school authorities do all in their power to enhance the interests of the schools, the advancement must be slow and gradual, and so directed that not only the schools, but the people at large also shall be brought within the range of the uplifting potency.

TEACHERS LICENSED.

The following number of licenses have been granted by me since my last report to the Department, or during one year : First grade, 14 ; second grade, 80 ; third grade, 95.

Besides the above, I have indorsed 7 teachers' class testimonials granted by the Regents, making in all a total of 196.

There are 158 persons who hold licenses granted by me which are valid for all or some part of the current school year. While the number of duly licensed teachers in this county is but slightly in excess of the number needed to fill the schools, yet I do not wish to be understood as conveying the idea that in every case they represent those best qualified to teach, because they do not.

The best that a commissioner can do is to choose from among those who present themselves for examination. The fact remains that many who are fairly well qualified to teach do not desire to do so, because they can make more money in some other direction. My method of examining and licensing teachers as set forth in my last report to the Department is still maintained. The standard of qualification, however, has been gradually raised, and the character of the questions asked has been, as far as possible, intended to elicit a knowledge of principles rather than memorized rules and definitions.

SCHOOL BUILDINGS.

There has been noticeable improvement in the matter of school buildings during the school year now passed. Notwithstanding the hard times 3 new school-houses have been constructed. One in district No. 8, town of Tyrone. This is a very good house for an ordinary school district, and was built at a cost of about \$1,600. The plans and specifications were drawn by one Fay, architect at Rochester, N. Y., and modern ideas as to heating, lighting and ventilating were carried into execution. New houses were also built in districts Nos. 5 and 25, town of Hector ; the one in district No. 5 at an expense of about \$700, and the other at an expenditure of about \$500. Besides these 3, extensive improvements have been made to the houses in districts Nos. 4 and 10 in the town of Orange, and also No. 6 in the town of Dix. Every thing considered, the school-houses of this county are in a fair condition, and I think, with two or three exceptions, will compare favorably with any in the rural districts of the State. The out-buildings, however, are in many cases in a deplorably filthy and neglected condition. I look after this matter as I pass from school to school, and insist upon cleanliness and decency at

least. The improvements spoken of above were made at my earnest solicitation, and the willingness of the people to respond in these matters is a very hopeful indication indeed.

INSTITUTE WORK.

In this county we have not had occasion to try the policy of the Department along the line of institute work, and so I can say only in a general way that one of the most unsatisfactory features of institute work is the limited time employed. Of course, I recognize the fact that under the present system of school work the institute is an attempt to supply a need which is met in no other way. While teachers may in one week of instruction gain many suggestions that will be of benefit to them in the school-room, yet the results are of a desultory character, and by the nature of things must lack that thoroughness which is an essential feature of any proper instruction; and while the institute as at present conducted should be fostered until something better can be provided in its stead, yet I am of the opinion that wisdom indicates that something more extended and thorough should be substituted therefor at the earliest day practicable. An institute of five days' duration is an expedient at best; and while the action of the Department in arranging for smaller institutes is a move in the right direction, yet it seems to me that in some way the institute should be merged into a training school, with regulations of such a character as shall demand fitness as a requisite to enter, and the accomplishment of certain definite results as a warrant to licensing.

EDUCATIONAL PAPERS.

Nearly all of the teachers in this county read some educational journal. In fact as far as possible I make that one of the conditions necessary to be met by the applicant in order to secure a license. I have urged our teachers on all proper occasions to read papers and books that deal directly with the science and art of teaching, and not only to find out what others think upon the many phases of school work, but by giving close personal attention and thought to these matters, be able to think out and establish an opinion of their own, and thus be qualified to present a reason for their methods of procedure.

NORMAL SCHOOLS.

During my experience as school commissioner, I have never met a person who expressed an opinion as to the utility of Normal schools but that thought them essential to the success of our system, and while the number of Normal graduates teaching in this county is quite small, yet it appears that because of their Normal training they are thereby rendered more efficient as teachers. During the past year I have recommended six persons to the Department as being

qualified to enter the Normal schools of the State, and there seems to be a disposition on the part of others to secure the advantages of the training to be gained at these schools, at some time in the near future. I am of the opinion that these adjuncts to our system should be fostered by the State, and their facilities enlarged as occasion demands until they can graduate teachers enough to fill the schools of the State. If this could be accomplished, the institute, as now conducted, would be no longer needed. Many things, I think, might be learned by us from the German school system in this respect. The State should educate the teachers necessary to fill her schools, for probably in this way, and in this way only, can a sufficiently high grade of fitness be acquired to meet the actual necessities of the case.

AMENDMENTS TO SCHOOL LAW.

In the report submitted to the Department by me last year, I urged the propriety and the necessity of securing a uniformity of examinations for license to teach throughout the State; and also that the present district system should be supplanted by the so-called township system. My observation and experience since that time confirm the wisdom of those recommendations, and while it is not my purpose to enlarge upon these ideas, yet I beg to say that it seems to me of the utmost importance that such action be taken by the Department, and such amendments to the school law passed by the Legislature, as shall secure in some form the embodiment of these ideas.

CONCLUSION.

In rendering this report, I have, in a general way, undertaken to follow the outline given in your circular, and it remains for me to add briefly the following suggestions:—

Great confidence is entertained that the new school regime inaugurated last March at Albany is destined, for obvious reasons, to be the most potential administration in consummating some important projects, in the annals of our school system. Certain it is, that of the many functions peculiar to the Department of Public Instruction, none is more important than that of interpreting the highest conceptions of practical school work, and by the correlation of forces which it may command, to so direct its many agencies that these highest conceptions as interpreted shall reach execution and thus conserve the highest interests of popular education.

Thanking the Department for its many courtesies,

I am, yours truly,

H. S. HOWARD, JR.,

School Commissioner.

WATKINS, *November 25, 1886.*

SENECA COUNTY.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—In compliance with the request set forth in your circular of October 22, 1886, I hereby submit the following report :

NUMBER OF SCHOOLS.

There are in this commissioner district 105 school districts, 91 of which are wholly within this county and 14 are joint districts. Of the 14 last named only 4 are under my supervision.

VISITS — IMPERFECT FACILITIES — LIBRARY MONEY.

I have made during the year 160 official visits. Most of the teachers were very much interested in their work, but some of them were obliged to work at a disadvantage for the reason that the school was not supplied with a dictionary nor globe nor any of the necessary apparatus to enable them to properly illustrate the subjects taught. The law should require trustees to expend all library money for such apparatus instead of using it for the payment of teachers' wages.

CERTIFICATES.

I have granted since my last report 177 certificates, 27 of the first grade, 56 of the second grade, and 94 of the third grade. I have, in the meantime, refused nearly 20 applicants. I have also had several applications for special permits to teach in certain districts, at nominal rates, as a matter of saving to the tax payers, but have carefully guarded the rights of the children by refusing such persons a license. I have found some difficulty in procuring competent teachers for all the districts, but have allowed none to teach until they could pass a reasonable examination.

CONDITION OF SCHOOL BUILDINGS.

Nearly all of the school-houses are reasonably comfortable. Five of the districts have, during the year, after receiving proper encouragement from the commissioner, re-seated the school-house in their respective districts with modern seats. There are at least 3 more that should be served likewise. In Seneca Falls, a large and commodious school building has been erected during the year at a cost of about \$28,000. Particular attention was given to proper ventilation, heating, and in fact to every thing to make it not only a comfortable but a very inviting place for the children. They have just cause to feel proud of such a structure.

INSTITUTE WORK.

We have had one session of the teachers institute which was held at Farmer Village in March. The attendance was nearly 200. More than usual interest was manifested and much was done for the benefit of the teachers. Professor Albro introduced class-work in the institute, something entirely new to many of the younger teachers. Since that time I have received a circular stating your plan of conducting institutes. I am satisfied that you have pointed out the way to make them more profitable. When institutes were first organized, teachers who attended them received not only a better idea of what they were to teach, but they also had an opportunity to learn how the best teachers conducted classes.

Since about 1870 the work done at our institutes has been all theories and formulas with no practice. If a teacher came to the institute feeling that he was deficient on some point, and thinking he would gain the necessary information while there, he almost invariably went away disappointed, for, if he had plucked up courage to ask the master of ceremonies for an explanation, he would say: "Yes, I will try and bring that matter up before the institute closes," but it was always forgotten. Too many theories to present to find time for needed explanations. Now I am not opposed to all necessary theories, but all theory and no practice amounts to but very little, especially when given as they often were by men that had never tried them.

I believe that when our institutes are conducted in such a way that teachers who go there can feel free to ask for help in such branches as they have found themselves deficient, and find the conductors willing to help them, they will be ready to spend their time and money for the information. They will no longer say: "Well, I have paid good attention to every thing that has been said, but I fail to see where I am much benefited by listening to his fine-spun theories. He can't go into my school and carry them out himself. I feel that I have wasted my time and money."

It is encouraging to know that we have a man at the head of the Department in this State, who knows that, in order to benefit any class of persons, we must first get them interested, and that the very best way to interest them is to give them something to do; who further knows that there is no royal road to science, but every one who reaches that point must work for it, must do the work himself; that no man can point out a way by which a person can become educated without earnestly applying himself to his studies.

It seems to me that the so-called educational leaders have been striving with each other to see who could first contrive a method by which people can become educated without close application and hard study. It seems, also, that most of the methods that have been presented to teachers at teachers' institutes for the last 15 years have been the fruits of their futile efforts.

I know very well that many improvements have been made in teaching, and there is room for many more; but it will not do to throw aside methods that have always produced good results to try experiments.

The methods given by many of our so-called progressive teachers to teach a child the language, would not furnish a vocabulary of words to the learner sufficiently numerous to enable him to understand the every-day news as given in the newspapers in less than 50 years; while the methods that are in use and always will be, in spite of theorists, will make him quite intelligent at the age of 10.

HOW TO CREATE A MORE GENERAL INTEREST IN OUR SCHOOLS.

There is already a commendable interest taken in the public schools by a great majority of the people in this county. Of course there are some, and probably always will be, that are in favor of the very cheapest teachers to be had, regardless of their qualifications, in order to save money. Such persons have but little influence; still, we occasionally find one of them elected to the office of trustee.

The best way, in my opinion, to secure a general interest is to make sure that none but those who are well qualified are permitted to teach. Then see that the instruction given is not only practical, but thorough.

There is a tendency on the part of our graded schools to try to do too much. The consequence is that what they do is not well done. The pupils are pushed through a multitude of studies for no other purpose than to pass the examinations. There is an inducement held out for such teaching. For every scholar that obtains an intermediate certificate, in any school, and attends the school during the year, it is obtained for a period of 13 weeks, that school receives \$5; and for every diploma, \$10. Now, there is a direct premium offered on poor scholarship. It may not be so intended, but such is the fact. A pupil rarely pursues a study after passing the examinations, and most of them, at that time, are just ready to begin to understand the principles involved. The consequence is, they receive a smattering of many things, but a thorough knowledge of very few. It is to those schools that we look for a majority of our young teachers. We are obliged to take them in order to furnish teachers for the schools, but they are poorly fitted to give good, practical instruction. What we need is a change in public sentiment in regard to the course pursued in our high schools. People should demand thorough scholarship in such branches as are needed to fit their children for the business pursuits of life, that they shall be taught that the end to be obtained is something higher than a few pass cards or Regents' certificates. When they are thus taught, we shall be able to secure teachers for our rural districts that will interest both children and parents.

EDUCATIONAL JOURNALS.

Educational journals are not very generally taken by the teachers. I am afraid that too little attention has been given to that subject. I consider them almost indispensable aids to the teacher, and I hope that I shall be able to give a better report under this head another year.

NORMAL GRADUATES.

There are very few of said graduates teaching in this county. Those that are engaged are doing excellent work. There are several who have attended the Normal schools two or more terms, but have not yet graduated, who are teaching with very fair success. Judging from the examinations I have given those of the last-named class I must conclude that more attention is given by the teachers of said schools, to the methods of presenting the several subjects than to first seeing to it that they perfectly understand the subjects to be presented.

CONCLUSION.

While on the whole the schools of this county are in a fairly prosperous condition, and as a rule the teachers are striving with commendable zeal to lift them to a higher standard, yet they are not what we have reason to hope for in the future. I am satisfied that we have passed or are about passing out of the period of extreme hobbies in regard to teaching, and are ready to fall back on the old and sensible idea that any person to teach well must first be master of the subject he proposes to teach. When such is the fact, there need be no fear about methods. Every teacher, who has met with success, knows very well that a method that will work well in one school will not do at all in some others; also that in the same school different methods and explanations are required for different pupils. Furthermore, every successful teacher has his own methods, and just the moment he lays his aside to adopt those of another, away goes his success. Of course there are certain principles that every teacher must observe. The child must be carefully led, step by step, from the known to the unknown, and at the same time taught to do his own thinking, to reason correctly, and to be able to give his reasoning to others in good language. In this way he will secure positive knowledge. He will have no fears about examinations. Persons taught in this way will teach others in the same way. I firmly believe that your method of conducting institutes will be productive in a large degree of such results.

Thanking the Department for past favors, I am, sir,

Very respectfully yours,

JAMES S. BOUGHTON,

School Commissioner.

WATERLOO, *November 26, 1886.*

STEUBEN COUNTY — FIRST DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—In accordance with your circular of October 22, I submit the following report for the school year ending August 20, 1886 :

STATISTICAL.

This commissioner district at present includes 15 towns, containing 183 school districts, and 13 parts of joint districts. The number of teachers employed and teaching at the same time for 28 weeks or more during the past year was 226, with a total attendance of 7,988 pupils, and an average attendance of 4,355. The school-houses owned by the district number 180, valued at \$137,665. On a total assessed valuation of \$13,087,112, there was raised last year for school purposes the sum of \$33,474.04, and the total expenses amounted to \$66,721.95. The apportionment of public money to this district was \$23,288.38.

UNION SCHOOLS.

Each of the eight union schools in the district retained the same principal as during the previous year, a fact which speaks well for the organization and conduct of these schools, as well as for the growing inclination of boards of education to give good teachers permanent employment. Teachers' classes at Prattsburgh (Franklin Academy), and at Bath (Haverling) were well attended, and produced excellent results. As centers of educational influence and interest, these schools are worthy of the heartiest support.

I repeat the list of principals: H. P. Van Liew, Wayland Union School; R. E. Salisbury, North Cohocton Union School; H. C. Horton, Cohocton Union School; C. S. Marsh, Avoca Union School; G. H. Guinnip, Campbell Union School; G. A. Knapp, Prattsburgh Union School; O. J. Blakesley, Hammondsport Union School; Dr. L. D. Miller, Bath (Haverling) Union School.

TEACHERS' ASSOCIATIONS.

The continued and increasing interest in the meetings of the association shows an earnest desire on the part of teachers for improvement. Sessions were held at Cohocton, October 9 and 10, 1885; at Wayland, March 5 and 6, 1886, and at Hammondsport, May 28 and 29, 1886. Officers during the year were Clinton S. Marsh, president; O. J. Blakesley, vice-president; Anna L. Conrad, secretary. At the Hammondsport meeting there were elected for the ensuing year R. E. Salisbury, president; H. C. Horton, vice-president; Miss L. H. Allerton, secretary.

TEACHERS' INSTITUTE.

The session at Bath, though occurring later than August 20, 1886, deserves special mention in this report. The registered attendance of 247 shows a general desire on the part of teachers and trustees to conform to the law requiring schools to be closed during the week of the institute. No school in this district, so far as I am aware, was in session during that week. Professor Henry R. Sanford, as conductor, arranged the work of the institute in such a manner as to secure a harmony of feeling, and to arouse an interest in teachers' work never before known at an institute in this place. Among those who assisted, either as lecturers or in conducting exercises, were Dr. Milne, of Geneseo, Dr. Hoose, of Cortland, Dr. Miller, of Bath, Commissioner Thayer, of Yates county, and Principals Van Liew, Horton, Fenton and Salisbury. A few suggestions in regard to institute work are offered below (5).

TEACHERS' EXAMINATIONS.

With all due respect to the many earnest and successful teachers that we have, I must frankly say that the first and greatest need of the schools in this district is well-qualified teachers. With this fact in view, I have lately issued a circular to teachers, trustees and school authorities, from which I quote:

It is very desirable that school authorities, and especially teachers, should have a clear understanding of what is meant by the different grades of license, therefore the following is suggested as a standard, which may be raised as circumstances require.

FOR THIRD GRADE.

An average standing of 65 per cent in examination, and not less than 50 per cent in any one subject.

FOR SECOND GRADE.

An average of 75 per cent and not less than 60 per cent in any one subject, with two terms' successful experience.

FOR FIRST GRADE.

An average of 85 per cent and not less than 70 per cent in any one subject, with two years' successful experience.

No one without special training, not even the college graduate, can expect to begin teaching with a certificate of higher grade than third, but no teacher should be satisfied to remain in that grade. Time will not permit private examinations. Certificates will not be indorsed nor the time extended without examination, except in extreme cases. Regents' certificates from teachers' classes in this district will be indorsed for one year.

SPECIMEN QUESTIONS:

The following lists, selected from those actually used in examinations, will serve to give a more definite idea of what is at present required:

PHYSIOLOGY.

1. Define clavicle, vertebra, aorta, humerus, diaphragm.
2. Explain the difference between an artery and a vein.
3. How does the blood become purified?
4. Explain the structure of the muscles, and how they produce motion.
5. Name the parts of the eye through which light must pass in order to produce the sensation of sight.
6. What changes does food undergo in the stomach?
7. Give a brief description of the brain.
8. How is alcohol made and what are its uses?
9. What effect has alcohol upon the stomach? Upon the brain?
10. How does the use of tobacco affect the system? The use of opium?

GEOGRAPHY AND UNITED STATES HISTORY.

1. Describe the shape of the earth and give its diameter and circumference.
2. Draw figure to illustrate the relative position of the zones, and give the width and name of each.
3. Give the location of the tropics and the reasons for that location.
4. Name five of the highest mountains in the world and give the location of each.
5. Describe the course taken by the water of Lake Superior in reaching the ocean.
6. What countries border on the Mediterranean sea?
7. Draw an outline map of Steuben county and locate your P. O. address.
8. When and how did the United States come into possession of Texas? Alaska?
9. State the causes, duration, important battles (2) and principal results of two wars in which the United States has been engaged.
10. What, where, and for what noted is each of the following: Plymouth Rock, Gettysburg, Harper's Ferry, Congo, Yosemite, Golden Gate, Gibraltar, St. Helena, Ganges, Reikiavik.

GRAMMAR.

1. Define syntax, declension, comparison, conjugation, conjunction.
2. Write the plural of penny, solo, lady, beau, datum, axis, man-of-war, money, Miss, spoonful.
3. Give five rules for the use of capitals.
4. Compare beautiful, less, square, first, holy, ill, well.
5. Define relative pronoun and infinitive verb, and give examples of each in sentences.
6. Write the principal parts of the verbs lie, see, swim, gave, lay, lead, teach, ride, make, grew.
7. How are passive verbs formed? Give example in a sentence.
8. Diagram or analyze: "Let no one who wishes to succeed neglect the trifles that make or mar the finished work."
9. Parse the words "Let," "that" and "finished" in the above sentence.
10. Write a composition of not less than 10 lines on any one of the following subjects: Home Rule, China, Niagara, Hope, Pine Trees.

ARITHMETIC.

1. Define prime number, denominate number, discount, cube root, circle.
2. If 5-8 of a ship cost \$12,000 what will 3-4 of the remainder cost?
3. Change 3-8 to a decimal, multiply by four thousandths, divide the product by five millionths and add five hundredths.
4. What is the cost of digging a cellar 45 ft. long, 28 ft. wide, and 8 ft. 6 in. deep, at 42 cents a cubic yard?
5. When it is 12 o'clock, M., at St. Paul, 93 degrees, 10 min., West Longitude, what is the time at Richmond, 77 degrees, 27 min., West?
6. Find the amount of the following bill: A pile of wood 13 ft. 6 in. long, 4 ft. wide, and 3 ft. 10 in. high at \$5.25 a cord; 1,323 lbs. of hay, at \$11 a ton; 916 ft. of boards, at \$17 a thousand; 6 lbs. 5 oz. of butter, at 25 cts. a pound.

7. Sold two lots for \$200 each, gaining 20 per cent on one and losing 20 per cent on the other. Did I gain or lose, and how much?

8. Find the amount of \$35.16 from November 11, 1884, to December 15, 1885, at 6 per cent.

9. For how much must a note for 60 days at 6 per cent be drawn so that when discounted at the bank it shall yield \$100?

10. Find the square root of 8427659 to three places of decimals.

Candidates are also expected to be prepared in civil government, reading, orthography and penmanship, in each of which questions are from time to time presented.

The well qualified need not fear a thorough examination, and those who are not well qualified should not be allowed to compete in teaching on even terms with those who are.

No one who does not hold a Normal school diploma or State certificate should ask or expect to be excused from examinations.

I have consulted with as many of the teachers as possible in regard to what ought to be required, and trust I shall continue to have the cordial co-operation of friends of education in the work of securing better teachers, better pay, better houses and better schools.

Respectfully,
L. H. BARNUM,
School Commissioner.

BLOOMSBURY, N. Y., November 15, 1886.

INQUIRIES ANSWERED.

The items, concerning which information was asked in your circular, are given in the order suggested:

1. NUMBER OF SCHOOLS.

The number of schools in this district in session during the past year was 182.

2. VISITS AND IMPRESSIONS.

The number of official visits made was 98. Among the impressions gained thereby may be mentioned the generally defective condition of school-houses and out-buildings, the lack of proper apparatus, the scanty interest taken by school patrons in the teachers' work, the almost entire lack of proper school records, the unwillingness of many people to pay even a moderate tax for educational purposes, thereby creating an undue demand for cheap teachers, and the failure on the part of the public generally to understand the more recent provisions of the school law. The state of affairs indicated is not indeed universal, but is true of the great majority of our school districts. Here and there a successful teacher by force of will, tact and determination wins success in the face of most disheartening obstacles, but the conditions of success are far too difficult. Better houses and apparatus, permanent school records and assured permanency of employment are greatly needed.

3. LICENSES.

Number of teachers licensed during the school year was 288, of whom 166 received third grade licenses, 91 second grade, and 31

first grade. Insufficient wages, uncertainty of steady employment, and the many different views which prevail among neighboring or succeeding commissioners as to what constitutes a proper standard of qualification are some of the difficulties which stand in the way of procuring amply qualified teachers.

4. CONDITION OF SCHOOL BUILDINGS.

I have already mentioned the generally defective condition of school-houses and out-buildings. A few are in good order, well adapted to the uses of a school and properly supplied with the necessary seats, fixtures and apparatus. Many more can be placed in good condition at a small expense, but there are more than 50 so called school-houses that ought to be completely rebuilt. The condition of these houses, and of the out-buildings, is a disgrace to our system of education. The responsibility for this state of things rests first, on the people, who need a thorough awakening on this subject. The plain truth is that many a man seems more concerned to secure good accommodations for his stock than suitable school accommodations for his children.

The responsibility rests, secondly, on the trustees. The trustee is not paid for his work, but he should not assume the duties of that office without being prepared to perform them in the face of opposition. If the building is not what it should be the trustee is largely responsible.

This responsibility rests, in the third place, on the commissioner. It is his duty to inspect, to advise, and in conjunction with the supervisor, to condemn buildings unfit for school purposes. The commissioner of the first district recognizes the fact that he has not properly attended to this matter; but he also recognizes the fact that the present year of 365 days is altogether too short to allow him to inspect carefully the 180 school buildings in this district, after having performed the other duties of his office.

The average condition of school-houses is improving, but the improvement should be hastened. There are districts where the buildings are good, the trustee active, generous and public-spirited, and the people fully awake to the value of good buildings, good teachers and good schools. It is possible that a law giving trustees more power in regard to making repairs and purchasing apparatus might help to bring about the desired improvement.

5. TEACHERS' INSTITUTES.

Many of the objections formerly urged against teachers' institutes have lost their force by reason of the fact that institute work, as at present arranged, has passed beyond mere text-book drill, and enters more largely into the discussion of principles of teaching which apply to all grades of schools. District institutes in this county are certainly a success. Teachers are taking a more active part in the

work and thereby enlisting the sympathy and influence of a much greater number than formerly. With all due deference to our talented conductor and to the principals of Normal schools who assisted at the recent institute at Bath, it is safe to say that the exercises given by our local teachers were not by any means the least interesting and instructive features of the session.

6. PUBLIC INTEREST.

Suitable circulars issued by the State Department would do much to arouse an interest in the cause of education on the part of the general public. Important points in school law, the necessity of good ventilation in school buildings, duties of school officers, patrons and teachers, and many other items of interest, would thus reach many people in many districts where an educational journal is seldom or never seen. With proper provision for frequent issue and distribution, such circulars would, in my opinion, be productive of much good.

7. EDUCATIONAL JOURNALS.

About one-half the number of teachers take some educational journal, and the number is steadily increasing.

8. NORMAL GRADUATES.

The number of Normal graduates teaching in this district is so small that a comparison can hardly be made between their work and that of graduates of purely academical schools. There are, however, many who have spent some time in Normal schools and are now engaged in teaching. Many of these fail to give sufficient attention to the individual peculiarities of the pupil, in the vain hope of making a ready-made method fit all cases. I am not criticising the work of Normal schools when I say that our teachers need thorough and accurate scholarship rather than method. I have uniformly recommended those wishing to prepare to teach, to attend some good Normal school, but the time spent there seems generally too short to accomplish the results desired.

9. SCHOOL RECORDS.

I wish to suggest that some effort should be made by the Department to secure a more uniform and permanent system of school records. The mere issuing of bound books in place of the present pamphlet registers which are too easily rolled up and consequently soon destroyed or lost, would be a decided improvement.

THE TOWNSHIP SYSTEM.

Other suggestions as to the powers of trustees, qualifications of teachers, commissioners, etc., are given under the different headings

as mentioned above, and while they may not be applicable to the schools of the State at large, they do certainly apply to the schools in the first commissioner district of Steuben county. A somewhat extended acquaintance with the needs and workings of our present school system leads me to suggest further that many of the difficulties under which we labor would be obviated by the adoption of a township system similar to that in the State of Massachusetts, or in the State of Pennsylvania. This is not the place to make an extended argument in favor of such a system, but I am convinced that the many disputes in regard to district boundaries, lack of uniformity in text-books, inefficiency of school officers, and especially the nonsensical practice of changing teachers every term, would be largely avoided in a system which makes the town a unit instead of the district.

CHANGE OF COMMISSIONER DISTRICTS.

At the request of the board of supervisors I reported to them at their last session concerning the condition of public schools in this district. In the course of that report I took occasion to argue in favor of increasing the number of commissioner districts in this county because, first, the average number of schools in commissioner districts throughout the State is much smaller than in Steuben county; second, the work as at present arranged cannot be properly performed by two persons. Examinations occupy two months in each year, reports to the State Superintendent, three weeks; apportionment of public moneys, about two weeks, changing districts, attending teachers' institutes and associations, ordering repairs on school buildings and conducting the necessary correspondence in regard to teachers and school matters, occupy the larger part of the remaining time, leaving but a few weeks for visiting the 182 schools in the district, which is supposed to be the chief duty of the commissioner. A resolution favoring the change was at once introduced and passed unanimously. The necessary bill will accordingly be introduced at the next session of the Legislature when your attention will no doubt be called to the matter.

Very respectfully yours,

L. H. BARNUM,
School Commissioner.

BLOODS, *December* 11, 1886.

STEUBEN COUNTY — SECOND DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction:

SIR. — In response to your request of October 22, I respectfully submit the following:

TERRITORY.

This district comprises 17 towns, namely: Addison, Cameron, Corning, Canisteo, Caton, Erwin, Greenwood, Hornellsville, Hartsville, Hornby, Jasper, Lindley, Rathboneville, Troupsburgh, Tuscarora, Woodhull and West Union. I will not attempt so full a geographical description as my Lewis county brother, but will say, however, that the district, as a whole, is quite hilly, with roads badly drifted in the winter.

NUMBER OF SCHOOLS AND DISTRICTS.

There are 206 districts, 10 of which are joint. Two hundred and four school-houses with 292 departments in which school was taught 28 weeks or more. Fifty-nine of those are not under my supervision, but are in Hornellsville and Corning, and the teachers receive their certificates from the board of education. Still, I have twice the number of schools that one man can oversee with any degree of success.

CERTIFICATES.

There are about 300 holding certificates now, including those in Hornellsville and Corning. I have granted 208 certificates this year, 12 first grade, 86 second grade and 102 third grade. I have signed 41 Regents' testimonials and indorsed a few first grade certificates from other commissioners.

DIFFICULTY IN PROCURING GOOD TEACHERS.

It is difficult to get good teachers here, for two reasons: 1st. The trustees are not willing to pay wages sufficient to warrant teachers taking such a course of study as will fit them for their work. 2d. The school-houses are, in many districts, in such a poor condition that good teachers will not go into them at any price. For this reason I am obliged to grant a good many third grade certificates. I think it not best to allow a teacher to teach more than two terms upon a third grade certificate. If they are unable then to procure a second grade, they should be excused from the work until they can. Yet I have been obliged to do this or there would be schools without teachers.

VISITS.

I have made 210 official visits during the past year. First, I will say that, as a whole, the teachers are doing better work than last year. Still, I find a number of them who have no system to their work. They go into the school-room without any definite object in view, and so, of course, accomplish little or nothing. They go through with the form of recitations, as it seems to me, because they are expected to.

READING.

One of the studies in our schools which is most neglected is reading. I am oftener pained listening to a class in reading than in any other branch of the work. This, I believe, has a two-fold reason: 1st. A lack of ability on the part of the teachers to read themselves. 2d. They seem unable to teach the children how to read, even if they themselves are good readers.

SCHOOL BUILDINGS.

The school-houses and out-buildings of this district, I am obliged to confess, are in a very bad condition as a whole. There are, of course, a good many very neat school-houses in the district, but they will only number about one-fourth of all the school buildings in the district. There have been a few new ones built last year, but only in cases where the old one was first condemned by the commissioner and supervisor. To the question "what can be done by way of legislation or by action of this Department to bring about better buildings," I answer, the only way I know is to give the commissioner power to condemn the old houses without the aid of the supervisor. It is very seldom we can get the supervisors to act with us in this matter. They will admit freely that "the old house is not fit for use and not worth repairing," and they will also add, "but I don't care to interfere; there will be some who will not like it if I do," and so the commissioner is left powerless. Those in the district, or a majority of them, will say: "The old house is as good as the one I went to school in," and so it stands until in one case the roof actually fell in during the summer vacation.

It is obvious that one in whose power it is to condemn a house should use a good deal of judgment, for there are old school-houses in some districts that are too poor to afford a better one yet. But there is a still larger number of poor houses in districts that are *well* able to have better, but they seem to regard every dollar put into the school or house as lost.

I trust that something will be done in the near future to very greatly improve the present condition of the school-houses.

TEACHERS' INSTITUTES.

There was a teachers' institute held in Hornellsville this year, October 18-22, with Professor C. T. Barnes and Professor I. H. Stout as conductors.

The institute was a success in every particular. The class-room work and the work of recitations met a long-felt need. All the schools except Corning were closed and the teachers were in attendance upon the institute. (And right here we would suggest that Corning close next year.) Some of the teachers of Hornellsville and other places told me they would never vote again to hold their schools open during the week of the institute, if we would always have as good a one as was this one.

We regard the plan of holding more institutes a very good one. In this way more teachers are reached and with much better results. All who are interested in the cause of education should always support our institutes.

HOW TO AROUSE AN INTEREST IN THE CAUSE OF EDUCATION ON THE PART OF THE GENERAL PUBLIC.

I have found this to be the case whenever we have had a good new school-house built, the people of that district, whether patrons or not, take double the interest in the school they did before. Those who were very much opposed to the new house, or to an expensive teacher, and who had not been in the school for years, I have found visiting the first term of school in the new house and expressing a good deal of interest in the school. They seem to be afraid they will not have the best teacher there is; while they are allowed to go on in the old dilapidated house they only care to have some one to put in the 28 weeks and draw the public money.

EDUCATIONAL PAPERS.

Two years ago there were 13 educational papers taken in this district; to-day there are about 200.

NORMAL TEACHERS.

There are but few Normal teachers here in the schools. We do not regard the work done by a Normal teacher, that is, one who has received all his education in a Normal school, as good as that done by one who has had at least two years in a good seminary or college and then one year in the Normal course. We also believe it not best for one to be allowed to graduate in a Normal school of the State, who has not taught at least two terms successfully, in a fair degree, in a country school. We are not sure because one has a good education that they have any gift whatever for teaching. The school commissioner will not grant even a second grade certificate to one who has never taught, and yet one may take a three years' course in these schools and come out with a diploma, not only for the commissioner district but for the whole State of New York. Is this safe?

UNION GRADED SCHOOLS.

Hornellsville has a union graded school with a corps of 35 teachers, under the direction of Superintendent Robert Simpson, Jr. They are doing excellent work. They have the finest school building in the county. The Canisteo graded school, under the supervision of Professor I. E. Lyon with his six assistants, is doing good work. Corning "Free Academy," with its 24 teachers, is doing very fine work, as is also the Addison union school, under Professor Jas. A. Estes, and Painted Post graded school with Principal O. C. Kenyon at the head.

SUGGESTIONS.

1. I would suggest that the law regarding the age of the teacher be changed from 16 years to 18 years. The duties and responsibility necessary to a good school are too great to put upon any 16 year-old boy or girl. When a girl 16 years old is placed in the school-room as teacher, that school will be a failure to a greater or less extent, for the reason that there is more required of a teacher than she is able to do. So I say if we expect success in our schools we must not suffer them to be under the supervision of the school boys and girls themselves.

2. I would suggest that the public money be divided upon two bases only, the district quotas, and the average attendance; the district library is a thing of the past, and if the resident money was left out the average attendance would increase.

3. For the benefit of the weak districts let the quota be \$100 for the first quota and, say \$50 for each additional quota.

4. I would recommend that the law be changed regarding the alteration of district boundaries, and that the trustees of all the districts affected by the change, together with the supervisor and town clerk, and, if necessary, the assessors of the town, be a committee who shall decide all such matters. This committee would know much better the merits of the case than the commissioner living perhaps miles away. Since making out this report no less than three cases of this kind have come before me to act upon. The nearest one is 18 miles from here, and the farthest is 46 miles. I think I fully realize the importance of this committee, of which I speak, doing this work.

5. I do not regard the law a wise one that will suffer a district boundary to be changed, simply because a man buys a piece of land in another district joining the farm upon which he lives.

CONCLUSION

Perhaps in my "suggestions" you will think I am finding fault; I do not mean it so, but I regard these matters of great importance, and think the best possible adjustment of them ought to be had.

I wish to thank the Department for their many favors in the past, and the prompt replies to my inquiries, and also my many friends of this district for their acts of kindness.

Very respectfully,

WESLEY W. SMITH,
School Commissioner.

CANISTEO, *December 1, 1886.*

SUFFOLK COUNTY—FIRST DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—In answer to your request asking me to “submit to this Department a full written report of your work during the last year,” I respectfully submit the following :

SCHOOLS AND SCHOOL DISTRICTS.

The first commissioner district of Suffolk county has 63 school districts. During the years 1885 and 1886 there were 62 schools maintained for 28 weeks or more, employing 94 teachers for the school year, or 3 more than the previous year, and more than were ever employed in the district before.

VISITS AND OBSERVATIONS.

I have made 94 official visits during the year. The work in the school-room and observations made and impressions formed during these visits are largely determining in official action in regard to teachers over whom I have control.

This commissioner district has a comparatively large number of teachers who have been long in the work, in regard to whom the commissioner feels no uneasiness and in whom he places confidence, but a few new ones come in every year and there is, of course, an anxious solicitude in regard to these. Mistakes will occur sometimes, as I suppose is the case with all who are charged with school supervision or superintendency.

I try to make my experience of service to my district and can only say that, if the schools, the teachers or the cause of education in this district are not receiving all from the commissioner in the way of instruction and supervision which the critics may consider should be given, it is not his fault in intention and firm purpose to perform in full the duties which he owes to the business. I have given the best years of my life to this work and entered upon it with an enthusiasm which has not abated and an earnest purpose which is continuing. There are many disheartening features which all who enter upon school work must contend with, and I care not how much enthusiasm a school worker may have, or however firm the purpose may be to assist the people, the teachers or the schools—there will frequently arise cases which will fill the enthusiast with disgust and change purposes he may have formed and render naught plans on which thought and labor have been expended.

LICENSES.

I have granted during the past year 17 first grade certificates, 39 of the second grade, and 27 third grade, and the 94 teachers who

are now teaching in this district have certificates as follows : first grade, 18 ; second grade, 31 ; third grade, 21 ; State, 1 ; Normal, 23. There has not been any difficulty in finding persons desirous of teaching, who are able to pass the necessary examination to obtain a certificate, but the great drawback has been, is, and will be, I presume, that some of the best teachers do not remain in the service, and the corps is continually losing some of its brightest members who seek employment where they will receive better return for their labor.

CONDITION OF SCHOOL PROPERTY.

The valuation of school-houses and sites in the district by the report of 1886 was \$115,275. In 1882 the valuation was \$75,289, an increase in the value of the school property of the district in 4 years of about \$40,000, or over 50 per cent. This increase has not been obtained by a large expenditure in any of the union schools of the district, but is almost wholly in the smaller districts. There have been erected, during the time mentioned, 5 new school-houses, all of modern style and improvements, and 5 have been enlarged or rebuilt. We have but a few of the "old-time" houses left, and I think that in a few years more they will disappear. I have not the means at hand to make a comparative exhibit of the valuation of school-houses in this district with other districts of the same class in the State, but I am strongly of the opinion that an exhibit of the facts would reflect creditably upon the people of the first commissioner district.

THE INSTITUTE.

I have no new ideas to advance in regard to institutes that are of special importance. I think that the best results can be obtained by getting the best conductors possible to instruct at the institutes. The necessity which exists for teachers who have not had the advantage of Normal training and instruction, to obtain a knowledge of methods of teaching and school organization, is acknowledged, and the institute is, perhaps, one of the best means employed for imparting this knowledge.

There appears to be a deep-seated aversion on the part of the Normal graduates toward the institute, the claim being made that they do not receive any more or as much instruction in advanced methods from institute conductors as they have already received, and that they are using, in constant application, the advanced methods of teaching, while at the institute they only receive but a bare theory.

This objection leads me to repeat what I have already said, but in different words, that to hold the interest of the best teachers in the institute, conductors must be sent who are capable of instructing, and it is, I think, a well-established fact that Suffolk county teachers expect to receive as good as the State can afford.

The institute gives an opportunity, and it is about the only chance

obtained by teachers, for conferring together and exchanging ideas upon methods developed from their work and results obtained.

Whatever may be the necessities of other counties, I do not believe that as good results will be obtained in Suffolk county by changing to commissioner district institutes.

The number of teachers in the county (200) does not make an unwieldy body, but, on the contrary, a good working school for the conductors.

The geographical position, the means of travel, the work of the county teachers' association, are to me good and sufficient reasons why we should continue to hold county institutes, and, so far as my official action upon this matter is concerned, I prefer to get the opinion of the teachers of the county before recommending a change from the present plan. If the teachers desire the change, I have no disposition to oppose, but for the present year I am in favor of holding one institute for the county.

PUBLIC INTEREST.

There is not as great an interest in the schools by the people as I could wish, but I think there is more than heretofore, perhaps as much interest as there ever was, but whether the people show this interest or not, I am convinced that the principle of the common school, the free school, is so firmly rooted that there is no danger to the system, and that the many who seem to be indifferent would be the strongest friends should a necessity arise for them to show active friendship in protecting the interests or existence of the free-school system.

Very near the whole of the present active generation have received the benefit of the common school and it would be strange if they are not to be depended upon as its friends. In reply to your question "what can be done to arouse an interest in the cause of education on the part of the general public?" I make but this suggestion, and it is in favor of the legal organization of school districts, that perhaps the attention of the people at large would be directed more toward the schools if the schools of each town (except perhaps the union schools) were under a town board.

This suggestion is in the way of a repetition of the argument of last year.

EDUCATIONAL JOURNALS.

Teachers in this county who are students in their work read the educational journals.

NORMAL GRADUATES.

I have words of praise and commendation for the work of many of the Normal graduates who are teaching and have been teaching in my district, but regret that so many hold themselves aloof from the teachers' associations.

There has been, and it is but natural to expect it, a percentage of failures among Normal graduates, but the general result has been satisfactory.

AMENDMENT SUGGESTED.

I have only one suggestion to make in regard to amending the school law, and I believe it to be one of imperative necessity and earnestly hope that the Legislature may act upon the matter. The time of the election of school officers should be held at a longer period anterior to the first of September. Teachers wish to make engagements for the next year not later than the month of July. As it is at present, where there is a sole trustee, the teacher cannot be certain of a position until very near the time when the school is to open. The sole trustee cannot, of course, guarantee an applicant employment for a longer time than is defined by law.

The effect of this is very embarrassing to both teacher and trustee, and I respectfully suggest that the Superintendent recommend to the Legislature that the law be amended so as to change the time of holding the annual meeting of school districts to the first Tuesday of June.

COMPARISON.

The financial and statistical reports for the present year show the following in comparison with the previous year:

| | 1885. | 1886. |
|--|---------------|---------------|
| Amount of money received from all sources..... | \$46, 049 | \$47, 427 |
| Expended for teachers' wages | 30, 872 | 31, 339 |
| Number of teachers for 28 weeks..... | 91 | 94 |
| Children of school age..... | 6, 225 | 6, 318 |
| Private schools..... | 11 | 13 |
| Pupils attending private schools | 211 | 181 |
| Pupils attending public schools | 4, 107 | 4, 294 |
| Average of pupils attending public schools..... | 2, 315 | 2, 497 |
| Total assessment of property in first commissioner district..... | \$7, 355, 900 | \$7, 226, 600 |

Thanking the Department for many favors and the prompt attention given to all questions, and assistance asked,

I am very respectfully,

GEO. H. CLEAVES,
School Commissioner.

GREENPORT, *December 1, 1886.*

SUFFOLK COUNTY — SECOND DISTRICT.

HON. A. S. DRAPER,

Superintendent of Public Instruction :

SIR. — Pursuant to the request contained in your letter of October 22d last, I have the pleasure to submit the following written report concerning the matters of interest in this commissioner district covering the last year's work :

SCHOOLS AND VISITS.

The number of schools in my district is 86, and I have made 103 official visits during the last school year, and as a result of my observations during those visits would say, that, on the whole, I think there is considerable improvement in the management and progress of the schools in this district.

OBSERVATIONS.

In some of the larger schools the improvement in discipline, courses of study, manner of conducting classes, development of thought and increase in attendance is surprising and very gratifying, and must be a cause of congratulation on the part of the principal and teachers who have wrought these results. In many of the smaller schools, too, the demand for teachers of more experience in school work seems to indicate a disposition on the part of trustees and parents for better schools.

Of some others I cannot speak so encouragingly, for it is true that there are still some districts in which the idea uppermost in the minds of the trustees is to run the school long enough to secure the State money, and for the smallest amount of money, utterly regardless of the standard of work therein performed.

When spoken to about these matters they reply "that these were all the advantages they enjoyed, and what was good enough for them is good enough for their children," apparently oblivious to the fact that the demand for better education is far greater than when they were of school age.

One great evil in all our schools, but more especially in the smaller districts, is that of irregularity in attendance, which evil is so prevalent in some schools as to make any course of study something impracticable. This fault cannot, in a large proportion of cases, be laid to the teachers, who, as a class, are patient, faithful and painstaking in their endeavors to have a good school, but rather to the parents themselves who countenance this thing through thoughtlessness or lack of desire to give their children a good foundation for an education.

LICENSES

I have licensed during the year 19 new teachers, and have granted to a few teachers who have shown good progress in their profession licenses of a higher grade.

My standard of examinations for teachers of the third grade is, perhaps, a little higher than the preliminary course under the Regents, and on that basis find no difficulty in procuring a requisite number of teachers.

CONDITION OF SCHOOL BUILDINGS.

The school buildings and out-buildings appertaining thereto are, as a rule, kept in good condition, and the old buildings are one by one being replaced by new and tasty structures, and I believe there are now but four buildings in this district with which fault can be found.

INSTITUTE WORK.

I believe in institute work most sincerely, and am confident that with first-class conductors, they are of great advantage in advancing educational work among the teachers who attend, and also have a tendency to acquaint the people at large with the many problems the teachers have to meet and conquer in order to fit them for the profession. With conductors of the highest reputation in the educational world, the institute would be a great factor in the education of the masses, and money devoted to that use would be well invested by the State.

The action of the Department in arranging smaller institutes appears to meet with favor in this district, and personally I think they would be beneficial. With the aid of our best teachers giving practical work as carried out in their school-rooms in its details, the interest would seem to be greater and of far more practical value.

The institutes in our county are always well attended by residents of the place where held, and these visitors are willing witnesses to refute the charge that teachers only attend for the pleasure they get from them.

EDUCATIONAL JOURNALS.

Educational papers are taken by a large number of the teachers, and have a tendency to arouse discussion as to the best manner of presenting different subjects, and often suggest valuable ideas to the teachers.

NORMAL GRADUATES.

Normal school graduates are on the increase, and their work has an excellent influence on the work of teachers who have been unable to enjoy the benefits of a course in some of those institutions, sometimes producing a friendly rivalry which is productive of good to the schools.

AMENDMENTS SUGGESTED.

Among the amendments to the school law I would suggest as important are the following:

First. That the Legislature provide some means for distributing all acts affecting our schools by your Department among all the trustees in the State immediately after they become laws. The lack of knowledge of the school laws among some trustees is astonishing, and if they should now become familiar with the laws to date, there is no means by which they can know of any amendments thereto without applying to your Department or the commissioner.

Second. An amendment to the Compulsory Education Act (Chap. 421, Laws of 1874) should be made, whereby each school district could have the power to make rules to deal with truant children in the district. Section 8 of the said act is too cumbersome to be of any benefit, as it is an impossibility to make rules in the manner therein provided, in our large towns or even in smaller ones.

Third. The provisions of chapter 185, Laws of 1853 (an act to provide for the care and instruction of idle and truant children) ought to be amended in such a way as to make them apply to every village and school district, as well as to "any city or incorporated village," as therein restricted.

Amendments in respect to these last two particulars would enable schools to secure a more regular attendance, and would be the means of saving many idle and truant children from growing up in ignorance and vice.

NEWSPAPER INTEREST.

In closing I desire to say that the newspapers of our county are deserving of sincere thanks for the great interest they take in our schools, and for their publication of notices and other matters likely to be profitable for the schools.

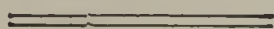
Thanking you for many favors, I am,

Yours truly,

DOUGLASS CONKLIN,

School Commissioner.

HUNTINGTON, *December 1, 1886.*



SULLIVAN COUNTY — FIRST DISTRICT.

HON. A. S. DRAPER,

Superintendent of Public Instruction:

SIR.—In response to your circular-letter of recent date, I herewith submit the following special report for the first commissioner

district of Sullivan county, which consists of the following nine towns: Bethel, Cohecton, Delaware, Forestburgh, Highland, Lumberland, Mamakating, Tusten and Thompson.

NUMBER OF SCHOOLS.

The statistical reports heretofore sent to you show that there are 97 school districts, 94 of which have their school-houses in this county.

In September last school district No. 5, of the town of Thompson, was annulled and annexed to district No. 1 of that town, leaving the number of school districts having their school-houses within the limits of this commissioner district 93.

VISITS AND IMPRESSIONS.

I have made 109 official visits during the year, having visited every school under my supervision. They were made without previous notice to the teachers, thus finding the schools in their usual daily working condition. Many of them are in charge of well qualified and experienced teachers who are doing thorough, efficient work. There are also employed others with limited experience and some who are beginners. The zeal and energy manifested by them in their vocation, the scholarlike attainments of the pupils, and the good results obtained through their instrumentality convinced me that the schools are progressive, and that the teachers of this district are using their best efforts to do justice to all concerned. The approved methods of the best educators of the day are being adopted with success, and there is a marked improvement in every thing, especially in the primary work of the schools, which has been regarded heretofore by too many as of little or no importance. With two or three exceptions, I cannot speak in terms too commendable of the good behavior, the gentlemanly and ladylike deportment of the pupils shown during these school visitations — good evidence that their moral education is carefully looked after and attended to.

LICENSES.

Fourteen public examinations have been held in the spring and fall at convenient places, notices of which were published in the county papers. I have granted during the year 114 licenses, as follows: 22 first grade, 73 second grade, and 19 third grade.

There have been employed 152 teachers (12 less than last year), 42 males and 110 females. Of these, 146 were licensed by local officers, 3 by State Superintendent, and 3 by Normal school.

SCHOOL BUILDINGS.

A large proportion of the school-houses are good, comfortable buildings, fully meeting the requirements of the districts, yet there

are some that need repairing and reseating. They can be kept comfortably warm, but the necessary school apparatus is wanting or scanty; there is not sufficient blackboard surface and the seats are so constructed that the pupils cannot occupy them with any degree of comfort and ease. I have intimated to trustees or interested tax payers in my visits the necessity of needed repairs, and I am glad to state that my suggestions have been received with favor, and in most cases action has been taken at the last annual meeting with reference thereto, and the needed repairs have been made.

TEACHERS' INSTITUTES.

Too much cannot be said in favor of the teachers' institutes. They are awakening every year a more intense interest in that which concerns the welfare and progress of our common schools. I believe the institute and county teachers' associations are the two most potent factors in the school system of this State in raising the standard of qualification of teachers by instruction in the art and methods of teaching. The institute for this county held this year at Liberty, and conducted by Professor S. H. Albro and Professor C. D. Larkins, was pronounced by all as one of the most interesting and profitable ever held in this county. The instruction given was practical. The introduction of "class work" in the exercises by Professor Albro (a new feature in the institute work of this county) was favorably received by the teachers, and it was the expressed wish of many that exercises of this character be repeated, and constitute more of the work of future institutes. The lectures of Professors Albro and Larkins, given on Wednesday and Friday evenings, were entertaining and instructive. Had the seating capacity of the church been greater, the audiences would have been larger.

In conclusion, allow me to say that we had the right men in the right place, and I think I voice the wishes of the teachers of the Sullivan county teachers' institute "that they be sent here again."

Thanking the Department for desired information and favors received, I remain

Yours respectfully,
WM. WESTFALL,
School Commissioner.

WURTSBORO, *November 30, 1886.*

SULLIVAN COUNTY — SECOND DISTRICT.

HON. A. S. DRAPER,

Superintendent of Public Instruction:

SIR.—In compliance with the request contained in your circular-letter of October 22, I respectfully submit the following:

NUMBER OF SCHOOLS AND TEACHERS.

This commissioner district is composed of the towns of Callicoon, Fallsburgh, Fremont, Liberty, Neversink and Rockland, consisting of 98 school districts and 94 schools. The number of teachers employed at the same time for a term of 28 weeks or more was 99, one of whom was licensed by Superintendent of Public Instruction, one by the Albany Normal School, and the remainder by local officers. Several of those licensed by local officers had been students in the Normal schools, but had not graduated. The number of Normal graduates that have taught in this district is small, but their record has been good, and they have received a fair compensation for their services. I recommended more persons as candidates for appointment as pupils in the Normal schools last year than ever before. The great desire of very many of our young teachers is to attend the Normal school, and I consider this one of the best evidences of educational progress.

VISITS AND IMPRESSIONS.

During the last year I made 108 visits upon the schools under my jurisdiction. In making those visits I was pleased to notice the improvement made in teaching primary reading. The practice of teaching beginners the alphabet has given, or is giving, place to the better and more improved methods. Arithmetic is taught in a plain, practical manner by most teachers, by use of splints, blocks, etc. The blackboard is called into effective use in teaching the more advanced classes. Grammar is much neglected. Geography is very fairly taught. History and civil government, though not universally taught, receive some attention. Physiology and hygiene, with special reference to the effects of stimulants and narcotics, was taught last year by text-books in 17 schools, orally, or by both methods in 71, the instruction being given in a general way to the whole school.

TEACHERS' INSTITUTES.

In the matter of teachers' institutes, so far as I am able to determine, public sentiment has grown more favorable in regard to them each year that I have held the office of commissioner. The institute for this county, held at Liberty, under the instruction of Professors Albro and Larkins, commencing October 18 and closing October 22, was a success in every sense of the word. The attendance was larger and more regular than ever before. The work done and methods used were thoroughly practical, and in point of interest the institute was all that could be desired.

EDUCATIONAL JOURNALS.

I judge that one-half of the teachers of this district are subscribers for some educational journal, and many of them have purchased books treating upon the subject of teaching.

NEW YORK STATE TEACHERS' READING CIRCLE.

One year ago seven teachers of this district joined the New York State Teachers' Reading Circle. Only two of the number appeared for examination in July; both of those were successful.

SCHOOL BUILDINGS.

Three new school-houses were built during the year, and several of the old ones were thoroughly repaired. The out-buildings are being improved.

EXAMINATIONS AND LICENSES.

A public examination was held in each town of the district during the month of March. Fewer beginners were licensed last year than in former years. I have endeavored, both by means of examination and by the visitation of schools, to raise the standard of teaching. There are many very small schools in the district, and I can see no way to consolidate them on account of the sparsely-settled territory of which they are composed. Districts of this kind are not only weak in regard to the number of children, but are generally weak in regard to the valuation of property, and are often taught by third grade teachers who are not as well qualified as they should be. The change in the way of apportioning the school moneys will, I think, have a tendency to remedy this defect and make poor districts better able to employ competent teachers.

TEACHERS' WAGES.

Teachers' wages have increased from \$5.22, the average paid per week for the year ending September 30, 1882, to \$6.18, the average wages paid per week last year.

APPARATUS.

Some of the schools are provided with necessary apparatus, but many of them are almost destitute of needed appliances in the line of maps, globes and dictionaries.

LIBRARIES.

But little attention is paid to the libraries. The library money apportioned to this district last year was \$153.88. The whole of this sum was applied in payment of teachers' wages. Most of the money apportioned for library purposes has been used in this way until 44 of the school districts have no libraries. The remaining 54 districts own 1,981 volumes, valued at \$882. Thirty-seven districts have cases for their books, and the remaining 17 have none.

COMPULSION A FAILURE.

The Compulsory Education Act fails in accomplishing what it was intended to accomplish. The trustees' reports show that the whole

number of children between 8 and 14 years of age residing in the district on the 30th day of last June was 2,225. Of this number 1,868 attended the district schools for at least 14 weeks. No children were arrested as truants or vagrants.

With thanks to the Department for favors, I am

Very respectfully yours,

MELVIN HORNBECK,

School Commissioner.

NEVERSINK, *December 1, 1886.*

TIOGA COUNTY.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—Your circular of October 22 calls for the following information relating to the condition of the schools in Tioga county :

1. The number of schools in Tioga county.
2. The number of official visits made by me and impressions gained thereby.
3. Number of licensed teachers.
4. Condition of school buildings and out-buildings.
5. Institute work.
6. How can the general public be aroused in the cause of education ?
7. How generally are educational journals taken by teachers ?
8. Success of Normal school graduates.
9. Desirable amendments to school law.

Taking the subjects in order of their arrangement, we have :

SCHOOLS.

Tioga county embraces 1 commissioner district, 9 towns, and 167 school districts in which 215 teachers are employed at the same time.

OFFICIAL VISITS AND IMPRESSIONS GAINED.

The number of official visits made by me during the last school year was 237. The impressions gained thereby were favorable in some districts but very discouraging in others. In the first mentioned districts were noticed intelligent inhabitants, trustees active and interested in the welfare of their schools, teachers selected with reference to quality and not to price, the school-houses and surroundings neat and attractive, the school-rooms provided with suitable furniture, maps, charts, and necessary apparatus, and generally the work done in such schools is of high order.

Of the second mentioned class of schools enough has already been said by commissioners throughout the State. The deplorable condition of too many of our schools can be briefly accounted for as follows: penurious and narrow-minded inhabitants in a majority, electing trustees in sympathy with their ideas of a cheap school. The teachers' wages in some districts must correspond to the amount of public money received from the State with no additional tax for teachers' wages. The school-houses are uncomfortable, the furniture dilapidated, no maps, charts, or suitable blackboards, and sometimes teachers are charged with extravagance in the use of crayons and limited to a certain amount.

Then we have an intermediate class of schools where the greatest progress has been observed, notwithstanding the obstacles and discouraging features. The statistical report shows an increase in this county during the past year of 253 in average attendance with a decrease in the number attending school of 246, and a decrease in school population of 243.

LICENSES.

The number of teachers licensed by me during the last year was 282, including all grades. Much difficulty is experienced in procuring amply qualified teachers for all of the schools of the county. A good many of the schools are taught by teachers whose qualifications far exceed their experience. It is more difficult to retain well qualified teachers than it is to procure them. Persons who anticipate teaching in this county are expected to attend two or three institutes and associations before applying for a certificate.

SCHOOL BUILDINGS.

About three-fourths of the school-houses in this county are in good condition, having been recently built or repaired. Patent seats are now in about one-half of the school-houses. The out-buildings usually correspond with the school-houses and surroundings. Of the remaining one-fourth, there is much need of repairs in some districts and new buildings in others.

Poorly constructed blackboards is a serious obstacle that many teachers meet. The unwillingness or refusal of trustees to furnish suitable blackboards should call for a law giving commissioners power to order them, or the right to withhold enough public money from the district to provide for them. The same law should hold good with regard to out-buildings and poorly ventilated school-houses.

TEACHERS' INSTITUTES.

A teachers' institute was held in Owego during the week beginning June 21st. The instructors, Professors S. H. Albro and Charles D. Larkins, are peculiarly well adapted to the work. We hope to have them with us again next year. Teachers' institutes have

done and are doing good work, and I can see evidences of the excellent instruction given in them. Institute note-books are frequently found on teachers' desks, and the ideas and suggestions gained at the institute are generally intelligently used by the greater number of teachers. The objections to institutes come from a class of people who favor hiring teachers by the day, to avoid paying for holidays not taught, or to evade the law relating to teachers' institutes. The recent law ordering schools closed during institute week, and directing trustees to pay their teachers for the time spent at the institute, meets with disfavor only by this class. I am glad to be able to state, however, that these persons are few in comparison with those who appreciate the benefits derived from the institute, and have always been willing to allow the teachers for the time spent at institutes and associations. The action of the Department in introducing more class-room work meets with universal favor among the teachers.

TEACHERS' ASSOCIATIONS.

I have found that teachers' associations held in each town as often as possible, and a general invitation extended to the inhabitants of the town to attend evening lectures delivered by active, educational men, have awakened a good degree of interest on the part of the general public. But a serious drawback to this is, the expense of meeting often is a burden upon the teachers who receive small salaries, and the difficulty of procuring entertainment for large gatherings, especially in the small towns.

PUBLIC INTEREST.

The teachers first, and the commissioners next, can do more to awaken interest on the part of the public than by any other practical means. The commissioner should encourage teachers to use every possible means to arouse the inhabitants to an active interest in their schools.

EDUCATIONAL JOURNALS.

Educational journals are extensively taken by the teachers of this county. Works on teaching and school management are also in the hands of many teachers.

NORMAL GRADUATES.

Normal graduates fill some of the best positions in the county, and their work meets with merited favor.

RECOMMENDATIONS.

I would respectfully recommend the enactment of a law empowering supervisors to withhold a portion of the public money upon the

order of the school commissioner where districts are unprovided with necessary apparatus, blackboards, dictionaries, or unsuitable out-houses.

I would also suggest a change in item 13 of the first statistical blank of the trustees' report. The number of days of attendance should be given by *terms* for the reason that trustees frequently give the number of days of attendance for *one term only*, and the commissioner has no means of discovering the errors thus made by trustees.

In a previous report, I recommended such a change in law as would require only one report from the joint district, and that to the commissioner in whose district the school-house is situated; then have all the public money for the district apportioned by the same commissioner. As it is, the commissioner has no means of knowing whether the trustee, in making out his statistical report, includes the whole district as regards the average attendance, and number of children of school age, or reports for only a part.

Thanking the Department for the many official courtesies of the past year, I am,

Most respectfully,
L. O. EASTMAN,
School Commissioner.

BERKSHIRE, *November* 24, 1886.

TOMPKINS COUNTY — FIRST DISTRICT.

HON. A. S. DRAPER,

Superintendent of Public Instruction :

SIR. — In obedience to your request, I submit the following report as to the condition of the schools of the first district of Tompkins county.

SCHOOL DISTRICTS, ETC.

There are in my commissioner district 75 districts having the school buildings in the county. The Ithaca schools employ 34 teachers and have had an average daily attendance of 1,328 pupils the past year. Trumansburg Union School employed 6 teachers and had an average daily attendance of 214 pupils. Newfield Union School employed 3 teachers and had an average daily attendance of 80 pupils. The 72 district schools employed 72 teachers and had an average daily attendance of 1,109 pupils. The 75 schools employed 115 teachers, had an average daily attendance of 2,731 pupils, and occupied 1 stone, 5 brick and 75 frame buildings, valued at \$114,700.

THE ITHACA SCHOOLS.

Allow me to present the following extracts from the annual address of Hon. Edward S. Esty, president of the board of education of Ithaca, in reference to the condition of the schools in that village. He says:

The board of education, through their president, as required by the school laws, will say to all who are interested in the cause of education:

That, during the past year, we have been in possession of the superior facilities so generously afforded by our citizens, and that they have proven equal to our anticipations, both as to complete adaptation to the required purposes, as well as to the fact that the cost of the new high school is within the estimates submitted to the tax payers, and, in general, that the operation of the schools and their present condition are highly satisfactory.

The same steady onward and upward progress has been made and the new high school building and the record of results attained here have caused general attention to be turned in this direction, numerous delegations from boards of education, school experts and teachers having visited Ithaca, from all of whom we have only expressions favorable concerning our progress and good standing among the schools of the county.

I desire to call especial attention to the report of our superintendent which is herewith submitted.

This most important school document will be found to contain full statements and tables relative to the working of the schools as well as accurate statistical and financial information covering every item of receipt and expenditure.

Beyond ordinary expenses of repairs and supplies, the board have deemed it wise to change the location of the school building on South Hill. This, it will be recollected, was one of three temporary buildings erected twelve years ago and, consequently, required extensive repairs. South Hill alone did not furnish sufficient pupils to fill the building, but, by moving to the westward, the limit could be extended, and thus the Central School would be relieved when overcrowded.

The rent paid during the past twelve years would more than pay for the new lot, aside from the advantages above set forth. This change, we trust, will be generally acceptable.

Our tax payers will be pleased to note the fact that, although we have this year been subjected to this extraordinary expense, and also retire \$5,000 of our certificates of indebtedness, and pay the interest on the remainder, yet we are within the limit promised when they voted to erect the new high school building, the amount of estimate of the finance committee for the coming year not being increased beyond that of 1885-1886.

THE TEACHERS

have maintained the same high standard of excellence and efficiency, and the harmonious relations heretofore existing between all departments of the service have been sustained to the entire satisfaction of the board, and so far as we know to that of the general public.

We challenge comparative results with any district of the State or country, confident that few will be found equal and none superior to the schools of Ithaca.

SUPERIOR ADVANTAGES CLAIMED.

Our citizens and patrons may notice advertisements of the great advantages offered by other systems or localities, and they may see or hear claims of excellence or attainments not to be found elsewhere.

To those who may have apprehensions that such claims have foundation in fact we will say, that those in charge of the schools of Ithaca are not unmindful of all that is taking place in the educational world; and that they will not be slow to adopt any and all systems that are found desirable and practicable. We are aware that the wonderful results anticipated at Quincy have been transferred to Chicago, and that it is now proposed by some to graduate first-class mechanics from the common schools; we will wait patiently, yet at the same time keep watchful eyes upon every new idea that may crystallize into any thing better than what we now have.

It is a noteworthy fact that while some Americans are praising the general and technical schools of Great Britain, Germany, France and Sweden, that educated minds from the other side are looking over our systems, and in every instance, so far as I am aware, give American common schools the precedence. One of the most intelligent of Englishmen in a work entitled "Old World Questions and New World Answers," gives by far the preference to the American schools over those of Great Britain, and the superior inventive genius and developed capacity of our countrymen in this respect is honorably acknowledged.

This subject has interested me so much that I trust you will pardon my giving verbatim words of distinguished Europeans relative to our school system and the magnitude and

IMPORTANCE OF THE WORK

in which we are engaged. Years ago De Toqueville said: "If I were asked to what cause I think the singular prosperity and growing power of this people should be attributed, I would answer, 'To the superiority of their women.'" And that superiority he traced in good part to the common education of the sexes. "No one," says he, "can fail to recognize the force of character and capacity for affairs of American women, and there can scarcely be a doubt that these qualities are among the fruits of a mixed education."

In a report made to the British government by an expert sent to examine our schools we find this judgment as to qualifications of our teachers: "American teachers," he says, "are self-possessed, energetic and fearless, admirable disciplinarians, firm without severity, patient without weakness. Their manner of teaching lively, and their illustrations fertile. No class could ever fall asleep in their hands. They are proud of their position and fired with a laudable ambition to maintain the credit of their school. 'As with the teacher so with the pupil' is a maxim whose truth is fully recognized in America, where there are a half a million of these public servants controlling 200,000 schools and 8,000,000 of scholars."

VALUE TO THE COUNTRY OF COMMON SCHOOLS.

This cannot be over-estimated, and by the operations of the civil service we are able to know something of the relative value of the common schools and the universities and colleges.

We find by the last report of the commission that the education of those examined during the past year for the various positions under the government was as follows: 6,052 in the public schools; 758 in part in universities and colleges; 327 in part in business colleges; or more than 86 per cent educated in the common schools alone, as against 14 per cent who were educated elsewhere.

These facts make apparent the truth that the common schools of the country are really qualifying each citizen for the civil and social duties he will have to discharge. Yet I am confident that with us a close relationship with the university would be of the utmost importance.

Our schools naturally look up to the university, and there is no reason why the university should not co-operate with the schools.

The acquirements, as well as the examinations conducted by the faculty, reveal to them the weaknesses and deficiencies of different courses of preparation, and here under the shadow of the university is an opportunity for an advanced Normal system, where the new chair of pedagogy could practically be carried into effect if the relationship existed by right rather than by sufferance.

But I will not venture upon details; these belong to those who have made the subject a life study.

The only objection seems to be that the charter of the university does not allow any partiality to be shown to our schools. The answer to this objection is, that if all interested desired to have this otherwise, it could soon be accomplished. Because this does not exist elsewhere is the very reason why Cornell should take it in hand and thus have the advantage of an educational system that begins at the bottom and goes to the very top.

As a business proposition this seems entirely practicable and one that would lead to the highest achievement possible, as our students then might have the advantage either of vacant or special scholarships as they graduate from the high school, thus establishing a mutuality of interests alike productive of good results.

This, I believe, was in the heart of the generous founder of the university when he uttered the sentiment as to the kind of an institution he would establish here.

This would, indeed, make of Ithaca a university town whose name and fame would be world wide.

Already nearly one-third of our population are engaged in educational pursuits; and if the failure to comprehend the great results that would certainly flow out of this relationship shall give place to earnest endeavors on the part of all concerned, I believe that the university as well as this community would reap advantages beyond the anticipation of our most sanguine citizens.

What has been accomplished so far by our schools has been accomplished within ourselves, and we shall still endeavor to maintain and advance our standard of excellence.

I desire, also, to quote from the annual report of Professor L. C. Foster, superintendent of the Ithaca schools, as follows:

SCHOOL POPULATION.

The enumeration of the school population, which includes all persons between the ages of 5 and 21 years, was made in June last by Mr. R. M. Wool. It is given by districts in the following table, which also shows the population for each of the three preceding years:

| | 1883. | 1884. | 1885. | 1886. |
|-------------------------------|-------|-------|-------|-------|
| Central district..... | 1158 | 1203 | 1259 | 1270 |
| West Hill district..... | 544 | 544 | 363 | 316 |
| Fall Creek district..... | 603 | 606 | 548 | 571 |
| East Hill district..... | 420 | 483 | 422 | 435 |
| South Hill district..... | 181 | 172 | 141 | 167 |
| Total for union district..... | 2906 | 3008 | 2733 | 2759 |

The school population of the entire district is 26 greater than last year, but it is still 249 less than in 1884. It has occurred to me that possibly the change in the time of taking the school census may account, in part, at least, for the falling off in the school population of the district during the past two years. Until 1884 the enumeration was made about the first of October, after all have returned from their summer outing; but since that year, in June, when many have left the village for the summer, and are not found by the enumerator.

* * * * *

The statistics given above in regard to attendance, absence and tardiness are very encouraging, since they indicate a marked improvement over the preceding year.

With a smaller enrollment than in 1885, there was an increase of 64 in the average attendance, a gain of nearly five per cent.

The per cent of attendance, 94.6, is the highest in the history of the schools.

The diminution of the days of absence by more than 15 per cent, shows a regularity of attendance that is very gratifying.

The cases of tardiness and the time lost thereby were considerably reduced. In several instances there were rooms in which not a single case of tardiness occurred for a month at a time.

The average attendance was nearly as large as it was two years before the parochial school was established.

As predicted last year, the amount of public money received last spring was less than the sum received the preceding year by over \$1,000. The causes of this reduction were the withdrawal of Catholic pupils from the public schools upon the opening of the parochial school, and a change made in the basis of distributing the public funds. As the result of this loss, together with an increase of nearly \$1,000 in teachers' wages on account of an addition to the teaching force, the expense *per capita* paid by taxation was increased from \$7.66 to \$9.23.

The rate of State tax for schools was increased by the last Legislature about one-sixth. This will add about \$500,000 to the appropriation for the current year, making it \$3,500,000, instead of \$3,000,000, the sum heretofore appropriated. Hence we may reasonably anticipate \$1,000 more of public money than was received last year.

EXAMINATIONS AND PROMOTIONS.

The number of pupils successful at each of the three Regents' preliminary examinations is shown in the following table:

| | Arithmetic. | Geography. | Grammar. | Spelling. |
|----------------|-------------|------------|----------|-----------|
| November | 50 | 32 | 47 | 36 |
| February..... | 42 | 62 | 50 | 42 |
| June..... | 41 | 30 | 29 | 23 |
| Total | 133 | 124 | 126 | 151 |

One hundred and twenty scholars completed the examination in all the studies and became entitled to the Regents' preliminary certificate. Twenty-four of these were members of the High School, fourteen were from the parochial school, seven from country schools, and seventy-five were pupils in the grammar school. The number of preliminary certificates is larger than for any preceding year.

The tendency, especially in the higher grades of the schools, is to give to examinations undue importance. Teachers very naturally feel that their own success will be measured by the ability of their pupils to pass examinations, and they are tempted to work for per cents merely. All their efforts are exerted to cram their pupils for examination. This state of things is more likely to exist in classes preparing for the Regents' examinations, yet it is frequently to be found in the lower grades as well. I would not say that there should be no thought of, nor preparation for, examinations. But that preparation is best which, without worry or undue excitement on the part of either teacher or pupil, equips the pupil with a thorough mastery of the several subjects of study. This should be accomplished by regular, faithful and steady work. In order to encourage such regular and faithful work, as well as to lessen as far as possible the worry and excitement due to

the examinations for promotion, we have during the last three years excused from the final examination those pupils in all classes below the eighth grade who were regular and punctual in attendance and who maintained a high rank for excellence in deportment and scholarship through the year. Teachers of the higher grades have been urged to avoid special cramming for examination, to make less use of Regents' questions for review and to avoid frequent reference to the examinations.

INDUSTRIAL EDUCATION.

During the last few years the question of industrial education has attracted much attention from educators throughout the country. Its advocates claim that manual training should be made a part of the work in all the grammar and high school grades. In many cities experiments have been made to accomplish this, but with varying degrees of success. Unquestionably great benefit would be gained by giving our boys a systematic course of manual training. The great difficulty is to devise a course that will meet their wants, and at the same time be practicable. To provide shops, benches and tools; to procure the necessary material, and to furnish such instruction as would be essential, would require so large an expenditure of money as to place it beyond our reach at present. We must be content to carefully watch the experiments being made elsewhere, until the success of industrial instruction, in connection with the public schools, becomes assured.

A NIGHT SCHOOL.

There is, however, one new departure that we might possibly make with advantage. That is the opening of an evening school for the benefit of such boys and young men as are unable to attend the day schools. This can be done with very little expense, and should the school prove a failure it could be promptly closed. The room in the basement of this building is admirably adapted to a school of this kind, and we have all the books and other appliances needed for such a school. The only additional expense would be for instruction, gas and fuel.

INSTRUCTION IN PHYSIOLOGY AND HYGIENE.

An earnest effort was made to carry out the requirements of the law making obligatory instruction in physiology and hygiene with especial reference to the effects of alcohol and tobacco. One lesson each week on that subject was given in the primary and intermediate classes in the grammar school, and in the high school the regular classes in physiology completed the subject.

EXAMINATIONS AND LICENSES.

All teachers' examinations have been in writing, and held at the time and place stated in the circular to teachers, a copy of which was sent to the Department last year.

Not including teachers in Ithaca schools, 17 teachers are holding first grade certificates, 45 second grade, and 22 third grade; 3 teachers who have taught the past year held State certificates, and 3 others Normal diplomas.

MISCELLANEOUS.

I have made 145 official visits during the year.

The school-houses are generally in good condition. All are comfortable. One new house has been built, and several others repaired during the year. All are provided with decent out-buildings.

I have also furnished about 30 blackboards at prices hardly sufficient to pay for the material.

The country schools are primary schools, and the work in these lower grades should be thoroughly done. Few pupils in the country schools get beyond the seventh or eighth year's work of the graded schools; when they reach this point many leave home to attend the village schools.

The past year 55 children from the country have attended the Ithaca Grammar School, 80 the Ithaca High School, and 24 the Trumansburg High School.

SCHOOL EXAMINATIONS.

At the commencement of the school year a circular is sent to each teacher and trustee from which the following is an extract :

The commissioners will furnish questions to teachers who wish them for school examinations, to be held by the teacher at the school-house, assisted by the trustee or some interested person, Thursday and Friday, February 4th and 5th, 1886. The examinations will consist of writing, spelling, arithmetic, grammar, geography, United States history, civil government and physiology.

The teacher will examine and mark the papers, and send those of all pupils who pass above 75 per cent in four studies, to the commissioner.

Questions for examination will be mailed to teachers on Monday preceding the examinations. No examination papers need be sent to the commissioner unless the examination is held according to the above directions.

Those pupils whose papers are satisfactory will be admitted to Regents' examinations upon the recommendation of the commissioner.

On Monday, February 1, 1886, the questions were mailed to each teacher.

As the result of the pupils' examination the commissioner received, 47 arithmetic, 32 grammar, 49 geography, 68 spelling, and 20 United States history and civil government papers, of the A grade, passed above 75 per cent, and has answered over 200 letters received from pupils in the country schools. Eight of these have since passed the Regents' preliminary examination, and 6 others have passed in three subjects. Twenty have not yet tried Regents'.

TEACHERS' INSTITUTE.

A teachers' institute was organized at Ithaca, September 6, 1886, conducted by Dr. French and Professor Belknap. The instruction was excellent, and the whole was a success. If the present friendly relations existing between the commissioners and teachers continue in the future, joint institutes will be preferred in Tompkins county. Ithaca is situated at or near the center of the county and easily accessible from all points. The conveniences for accommodating a gathering of this kind are better than in smaller towns. We always like to organize our institutes on Monday at 10 o'clock, A. M., and have things lively all the week.

Most teachers take one or more educational journals.

NORMAL GRADUATES.

The work of Normal school graduates is superior to the work of other teachers, but we do not get many of them in the district schools, as all teachers of ability can soon get better positions if they desire to.

SCHOOL LAW.

The present school law is very good as it is. If we had less agitation and more earnest work, there would be a great deal more accomplished than there is at present.

I think that where non-resident children do not pay tuition their average daily attendance should be allowed where they attend school,—for the reason: that a trustee sometimes hires a teacher not qualified to teach a few advanced pupils residing in the district, and they are obliged to attend a neighboring school, and as they seldom pay tuition their daily attendance should be allowed where they attend school.

The law should also be amended so that no person under 18 years of age can be a qualified teacher. There are a few exceptions, but while children at 16 may be able to pass a good written examination they lack many things that a more mature person has acquired naturally or by experience. Young persons are frequently employed by trustees because they can be hired cheap, and if competent, are objected to by the district on account of their youthful appearance.

There should also be some uniform system of teachers' examinations. If nothing better is offered I would suggest that from this time all teachers must be at least 18 years of age, and must possess a Regents' certificate (in certain subjects) as a pre-requisite for a first or second grade teachers' certificate.

The responsibility of commissioners should be increased rather than diminished, and some uniform system of examinations is necessary to sustain the commissioners in carrying out needed reforms.

I would also recommend that all villages having a superintendent of schools be exempted from closing their schools during a teachers' institute.

With thanks to teachers and patrons for their hearty co-operation in carrying out needed reforms, and to the Department for prompt and courteous attention given to communications, I remain,

Yours respectfully,

AMASA G. GENUNG,

School Commissioner.

ITHACA, November 22, 1886.

TOMPKINS COUNTY — SECOND DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction:

SIR.—In obedience to yours of October 22, I now transmit my sixth and last report concerning the schools under my charge.

I will answer in accordance with the numbers as given by you.

DISTRICTS.

The number of districts having the school-houses situated in this commissioner district is 80.

VISITS.

The number of visits to the schools for the year ending August 20, last, is 124. The number of official visits for various other purposes is about 30.

LICENSES.

The number of teachers licensed during the school year is as follows: First grade, 11, second grade, 31, third grade, 59.

CONDITION OF SCHOOL BUILDINGS.

The condition of the school buildings is all the way from very good to quite poor, but generally there is a commendable disposition shown in making needed repairs and improvements. To this, however, there is occasionally an exception. The poorest school-house now in commissioner district is in the wealthiest common school district, as shown by the last assessment. The trustee's report for 1886 shows the assessed valuation of the district to be \$126,420. The estimate of the value of the school-house as given by the trustee is \$75, and of the site \$10. The school-house is certainly not underestimated.

A tax not greater than is annually paid by several of the smaller and financially weaker districts, for teachers' wages and incidental expenses, would in this district build a school-house worth anywhere from \$600 to \$1,000, which would be sufficient for the accommodation of all the pupils likely to attend for many years to come. I would gladly have acted in conjunction with the supervisor of the town in compelling the building of a suitable house, but for the situation of the site and its total unfitness for school purposes. The trustee gives the area as 15 square rods, and its value as \$10. It is situated upon the east side of a north and south road, measuring about 40 feet in width by about 100 in depth from the center of the road. On the south, 8 or 10 feet from the school-house, is a graveyard thickly filled with tombstones, and at about the same distance on the north and a little nearer the highway, is a blacksmith shop. Upon the west side of the road and nearly opposite is the building containing the "store," "hotel," and pool and billiard rooms of the neighborhood.

I do not feel like compelling the building of a new school-house upon a site of such size and surroundings, when near by there is plenty of land available for a first-class site.

While the building of a school-house can be enforced, and the inhabitants can acquire a site by legal process, without consent of the owner, there is no statute under which the district can be compelled to procure a suitable site when it has one so very unsuitable. It seems to me that a little wholesome legislation in that direction might be had and no injustice done.

TEACHERS' INSTITUTE.

As to institutes, I believe that they do us much good. Our last one was held at Ithaca on September 6 to 10, by the two commissioner districts jointly, as heretofore. It was under the charge of the veteran John H. French, assisted by Professor E. Belknap, of Unadilla. The attendance was unusually large, and most excellent work was done. The plan of holding them in each commissioner district and enforcing a full attendance of the teachers, as far as possible, is worth trying.

TEACHERS' ASSOCIATION.

We have a teachers' association holding semi-annual sessions, usually of two days each, in which the more active and progressive of teachers take an active part. The sessions are held in the months of June and December.

PUBLIC INTEREST.

What can be done to arouse an interest in the cause of education on the part of the general public? I don't know. If I did I would like to tell you.

EDUCATIONAL JOURNALS.

Educational papers are much more commonly taken than heretofore.

NORMAL GRADUATES.

Our graded schools employ some of the better class of Normal school graduates whose methods are very readily adopted by pupils under their instruction, who in turn become teachers in our common schools. These methods are rapidly acquired by other bright and active teachers who have the opportunity to observe them, and in this way reach these schools.

Only a small per cent of the graduates of the Normal schools are in the district schools.

SUGGESTIONS.

At the risk of repetition I will again summarize what suggestions I have made in former years and what I still believe to be desirable changes in our system.

First. Make the term of the office of trustee three years with an annual salary of \$5 or \$10.

Second. To equalize taxation for school purposes. Require either an increase of State tax, or, that an amount equal to that now raised for balance of teachers' wages in the school districts in the various towns or counties shall be raised by general tax upon the property of such towns or counties and apportioned to the districts as other moneys now are.

Third. Increase the time required for which a school shall be maintained to 32 weeks.

Fourth. Provide for defining and recording district boundaries, at the expense of the town instead of the school district.

Fifth. Provide an effective way to secure a respectable site for each district by means of commissions to locate and appraise such site, or otherwise.

Sixth. Increase the authority of the Superintendent of Public Instruction in settling disputes.

CONCLUSION.

This commissioner district elects its commissioner one year in advance of the other districts. My term expires with the 31st day of December next. My association with the teachers has been pleasant and I trust profitable, and I wish to return my heartfelt thanks for their uniform kindness and courtesy. My thanks are also due to the inhabitants for their forbearance and co-operation, and lastly to the Department for its many favors.

Yours truly,

S. L. HOWE,

School Commissioner.

MCLEAN, November 30, 1886.

ULSTER COUNTY — FIRST DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—In compliance with your request, I respectfully submit the following additional report :

SCHOOLS, CHILDREN AND TEACHERS.

The towns of Saugerties, of Ulster, Kingston and of Hurley, and the city of Kingston, comprise the first commissioner district of Ulster county. The number of school children therein is about 12,000. There are 47 school districts, and there are now employed 117 teachers. These teachers are competent, and well experienced, few changes having been made. They have been steadily and faithfully at their work the last five years during which I have been commissioner. They have been successful, and have given unexceptional satisfaction. No well-grounded complaints have been made.

SCHOOL BUILDINGS.

During the past year I have more especially endeavored to have the school buildings, and their surroundings, repaired and improved.

In the city of Kingston more than \$33,559 were expended for school purposes. For building and purchasing school-houses \$5,750 were expended. The Kingston Academy, with the improvements which have been made, and the additional accommodations afforded, is now one of the most imposing and elegant institutions in the State, and the Ulster Academy, situated at Rondout, having been enlarged, the tax payers thereof voluntarily voting a large and liberal sum of money for the purpose of improving the buildings and its surroundings — now overlooks the Hudson, a magnificent structure, an honor to the city and to the cause of education.

In the Kingston Academy a teachers' class has been formed. The art of teaching is being inculcated, and good results already seen.

At Eddyville a new and handsome edifice, with all the modern improvements, has taken the place of the old school building which was condemned. In the new district, town of Ulster, also a new school building has been erected with proper attention to ventilation, seating and furnishing, and with all the late improvements.

In the town of Saugerties, where there are 24 school districts, many improvements have been made in repairing and enlarging the school buildings. In the village of Saugerties itself the large schools move along smoothly, and without a jar, like a deep river bearing rich freightage to its destination.

TEACHERS' INSTITUTES.

The teachers' institute was the largest ever held in the county. The teachers were regular in attendance, were interested in, and were well pleased with the practical but able instruction of the professors.

VISITATIONS.

In school visitation, I have adopted the principle of visiting the weaker districts, or those more in need of such visitation the oftenest.

LICENSES.

I have granted a limited number of certificates during the last year, desiring not to lower the standard of, or overstock the profession with teachers.

Rejoicing that I have the honor to report the schools of this district in a flourishing condition, I am,

Very respectfully yours,

JOHN H. DEWITT,

School Commissioner.

SAUGERTIES, *December 8, 1886.*

ULSTER COUNTY—SECOND DISTRICT.

HON. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—According to the request contained in your circular of October 22, I take pleasure in submitting the following report and suggestions concerning the 88 schools in the 9 towns composing the second commissioner district of Ulster county :

VISITS AND IMPRESSIONS.

During the past school year I have made 154 official visits to the schools under my supervision, visiting all once and many twice, generally visiting but two a day and spending the entire day when there were two departments. The impressions received were favorable in most cases. I find where teachers teach the same school term after term that more interest seems to be manifested by the pupils, and the schools progress more rapidly. I think it better to visit a school without informing teacher or pupils of my coming. I then find them in their every-day dress ; no cramming has been going on, and the teacher is asked to conduct the school in the same manner as conducted every day.

During recitations, and at the close of them, I ask a few questions and offer such suggestions as may seem proper. I have found both teachers and pupils apparently pleased with my visits, and, in many cases, teachers have met me after their schools have closed and declared themselves under obligations for hints on methods of teaching and discipline given them during my visit.

LICENSES AND EXAMINATIONS.

I have granted 16 first grade, 36 second grade, 54 third grade certificates, and have rejected 17 applicants. I have indorsed 4 Regents' testimonials and 13 certificates granted by other commissioners. I have used printed questions and have insisted on having written examinations with only a very few exceptions. I think the questions ought to be prepared by the State Department, and a uniform standard adopted for teachers throughout the State. The trustees ought to consult the commissioners in procuring and hiring teachers. If they would do this it would result in their obtaining good teachers, and such as are especially qualified for their schools. The plan of one trustee operates badly in some districts.

CONDITION OF SCHOOL BUILDINGS.

A steady improvement is taking place in the school buildings of this district. Two new school-houses have been completed during the past year. One of these, a fine brick building of two

departments, takes the place of the miserable hovel formerly used in district No. 4, town of Rosendale. I am sorry to say there are a few houses that are not comfortable or even fit for children to stay in. In some instances I have found the school-room destitute of chairs, brooms, blackboards, teacher's desk, maps and charts. I shall use my best efforts to have good houses and also to have them supplied with the necessary apparatus. There are several school-houses that I would like to condemn, but the supervisors will not act with me.

INSTITUTE.

The teachers' institute was held at Kingston; the session began Monday, October 4, and continued five days. It was ably conducted by Professors Albro and Bouton. It was regarded as a success. Nothing was left undone to make it a week of genuine profit to the teachers. I believe the teachers' institute to be an important factor in our educational system, it can be plainly seen that those teachers who attend the institutes and pay strict attention do the best work in our schools. Of all subjects taught in schools, reading is the one most useful and important, and is the one most neglected and abused. It certainly was a fortunate day for the teachers and schools of this county when Professor Bouton gave us instruction in that branch at our institute. At my examinations, I sometimes ask the teachers to tell me how they would teach a child the first lessons in reading. The answer came promptly, by the word method. But, I said, tell me how you would proceed; what would you do first, what second, and so on? This was carrying the subject too far. These persons had learned that the word method was popular, but they had not taken the trouble to learn about that method.

MIS-USE OF LIBRARY MONEY.

No feature of the present school economy needs to be changed more surely than does the existing plan of allowing the library money to be applied to the payment of teachers' wages. No books of reference can be found in any of our public schools outside of the village, excepting an occasional dilapidated dictionary. The only good resulting from setting apart a portion of the public money for this purpose is the extra work made in the apportionment. I would, therefore, suggest:—That no library money be applied to the payment of teachers' wages.

NOT A SINECURE.

The office of school commissioner is looked upon by some people with indifference and of little importance. A school commissioner who makes about 200 official visits during the year, holds a series of examinations, apportions the public money, makes financial, statistical and written reports to the Department, settles disputes in regard

to district boundary lines, makes arrangements and attends teachers' institutes, conducts the correspondence and performs a vast amount of office work that is unseen, will find that the office is no sinecure.

Thanking the Department for the promptness with which my inquiries have been answered, and for favors received, I am,

Yours, very respectfully,

PETER E. LE FEVRE,

School Commissioner.

FOREST GLEN, *December 10, 1886.*

ULSTER COUNTY — THIRD DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR. — In compliance with your request, the following report is respectfully submitted :

SCHOOLS IN THE DISTRICT.

There are 104 school districts in the third commissioner district of Ulster county, 98 of which have school-houses in said county.

VISITS.

I have made 123 official visits during the last year and have been called very often to settle disputes about boundary lines and school affairs.

SCHOOL BUILDINGS.

Much needed improvement of school-houses and out-buildings have been made during the last year. The school-houses and grounds should be made as pleasant and cheerful as is possible. Children should not be compelled to go from a comfortable home to a dreary school-room.

INSTITUTE.

The teachers' institute was held in the city of Kingston, commencing October 4th, and continued one week. The unusual large number of teachers who assembled to receive instruction from Professors Albro and Bouton, and the interest which they paid to the instruction given, and the questions brought forth and discussed, gave most pleasing evidence of the value of the institute and the manner in which it was conducted.

POORLY PAID TEACHERS.

The teachers of my district are doing their work quite satisfactorily when good wages are paid ; with scarcely an exception, good work is

done. But it is impossible for me to place talent in a school-room for \$4 or \$5 per week. Some of the best teachers of my district, after a few years of successful teaching, leave the school-room to study law or medicine which offers a better field for advancement.

There should be raised by State tax sufficient money to pay every teacher a good, fair compensation. The amount of teachers' wages should be fixed according to their intellectual ability and successful experience in teaching, and there should be assigned to teachers schools according to their ability.

THE TOWNSHIP SYSTEM.

This should be done by a town school board consisting of one from each school district and the commissioner. The district system is at present unjust, as may be illustrated by comparing two school districts from different towns.

District No. 17, town of Wawarsing, has 48 children and received \$110.94 public money and paid \$4 per week, the total valuation of the district being \$5,500. District No. 10, town of Shandaken, has 126 children, received \$249.76 public money, and paid for teachers' wages \$10 per week, the total valuation of the district being \$124,750. In the above case the persons in district 17, town of Wawarsing, must raise by tax \$138.82 before they can have the same amount for educational purposes as those in district No. 10 of Shandaken, and must pay over twenty-two times the rate of taxation. It does not seem just to apportion to a poor district less than one-half the amount that is apportioned to a district whose valuation is twenty-two times as great.

THE COMPULSORY ACT.

The Compulsory Act should be enforced, and more stringent law should be enacted and provisions made for payment of truant officers throughout each township to enforce them. And if, in the performance of his duties, he finds any parents or guardian too poor to provide the children sufficient clothing or books to attend school, he should draw upon the proper town officer for money to provide them with the necessary books and clothing, which money should be raised on the town one year in advance to meet all such expenses. The parents too often object to sending their children to school on the ground that they themselves received but little education, and not knowing the value of it, they allow their children to grow up in idleness and ignorance. Others, regarding their children as useful machinery for their profit, send them out to work instead of sending them to school.

THE NORMAL SCHOOL.

The New Paltz Normal School will be a great aid to intellectual development of teachers in this part of the State, and especially to

Ulster county. Teachers who have had the advantages of a Normal instruction, and possess the ability to apply it, are successful.

Thanking you for past favors, I remain,

Yours most respectfully,

LEONARD DAVIS,

School Commissioner.

Accord, December 16, 1886.

WARREN COUNTY.

Hon. A. S. DRAPER,

Superintendent of Public Instruction:

SIR. — In compliance with your request of October 22 calling for special information with regard to the condition of the schools under my supervision, I respectfully submit the following report:

SCHOOLS AND TEACHERS.

In the 11 towns comprising this commissioner district there are 141 common school districts and parts of districts, and 1 union free school district, 139 of which have school-houses in this county. During the past school year there were employed in these schools 165 teachers for 28 weeks or more.

LICENSES.

During the year I have held 22 public examinations — 2 in each town in the county. There are now in force in this district 157 school commissioner's certificates; 19 of the first grade, 79 of the second, and 59 of the third. Two teachers hold State certificates, and 6 State Normal diplomas. I have indorsed 9 Regents' intermediate certificates. Nineteen of these teachers are employed in the union school, which is doing commendable work.

VISITS AND IMPRESSIONS.

I have made 120 official visits to the schools. The impressions received during these visits are not all favorable to our present school system. If, after thirty years' trial, it has produced no better results than are apparent in the rural schools of this county, some radical changes in its provisions are imperative.

Not one of the rural schools that I visited was provided with necessary apparatus in the form of globes, charts, maps, etc. Three-fourths of the schools lacked suitable blackboards, and less than one-third had dictionaries. In many there was no uniformity in text-books. Libraries, except in a few of the village districts, can be

numbered among the things of the past. Some progress may be noted. Since my visits to the schools many new blackboards have been supplied and several of the districts have purchased dictionaries. I would recommend that the library money be used for the purchase of books, and that no part of it be used for the payment of teachers' wages.

CONDITION OF SCHOOL BUILDINGS.

With regard to the condition of the school-houses, I regret to report that there are but few really comfortable and well-furnished buildings in the rural districts. Probably not over six are provided with any means of ventilation except what may be secured through the agency of the doors and windows. One-fourth of all the school-houses in the county need to be rebuilt, and many others need repairing. I am glad to report, however, that there is a growing sentiment in several localities in favor of better buildings. I know of five districts that have the subject of building under consideration. One new school-house is reported, and several others have been thoroughly repaired. District No. 2, Queensbury, has just completed a new building, at a cost of \$3,500. I think additional interest would be created, not only in the matter of securing better buildings, but in school affairs in general, if the Department would issue and distribute a work containing plans and specifications for school-houses, recommendations with regard to the best methods of ventilation, heating, etc., and such other matter bearing on our educational needs as the scope of the work would permit.

QUALIFICATIONS OF TEACHERS.

Replying to your question with regard to the qualifications of teachers, I would say that it is not possible at present to secure enough amply qualified teachers to supply the schools. While we have many teachers who do excellent work, and that, too, under great disadvantages, there are many others who have no knowledge of the art of teaching or of methods, and who ought not to be allowed in our schools as teachers. I have gradually raised the standard of qualification, and with good results.

EDUCATIONAL JOURNALS.

There is increasing zeal among the teachers to better qualify themselves for their work ; the number reading educational papers and books has more than doubled, and better methods are apparent in many of the schools. You will observe that our teaching force is now but little in excess of what is really needed to supply the schools.

NORMAL GRADUATES

rank among our best teachers. Those who have received instruction in the teachers' classes in our academies are, as a rule, doing good work.

UNIFORM EXAMINATIONS.

I would recommend that the Department of Public Instruction establish a standard of examination that shall be practically uniform throughout the State.

MORE SCHOOL MONEYS NEEDED.

In connection with this there should be such further legislation as would relieve the rural districts from their unjust burden of taxation, and enable them to pay fair wages to teachers. If possible, the rate of State tax should be so increased that the public money will support a good school in these districts for at least 28 weeks.

TEACHERS' INSTITUTE.

The institute for this county was held at Glens Falls during the week beginning September 27, 1886. The exercises were conducted by Dr. John H. French, assisted by local school principals and teachers. The instruction was practical, and the plan of the institute received the hearty approval of the teachers. I hear no objections to the institutes. Public sentiment seems to be strongly in their favor.

Thanking the Department for the many favors shown me, I am,
Respectfully yours,

*J. N. WHIPPLE,
School Commissioner.

GLENS FALLS, *November 30, 1886.*

WASHINGTON COUNTY — FIRST DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction:

SIR. — In compliance with your request of October 22, the following report is respectfully submitted:

THE SCHOOLS.

This district is composed of 8 towns, containing 115 school districts, with school-houses in this county, employing 149 teachers for 28 weeks or more; and 3 joint districts which have school-houses in adjoining counties.

No school has been kept in district No. 5, Salem. There being but a very few children of school age in the district, the inhabitants have discontinued the school. There are 5 graded schools in this district, each doing good work and supported cheerfully and with a great degree of pride by the people in their respective localities, and by a large attendance of non-resident pupils as well. Many of

*Died January 27, 1887. Loyal L. Davis, of Glens Falls, appointed February 1, to fill acancy.

our teachers are graduates of these schools, or have obtained a part of their education in them, and testify, by the efficiency of their work, to the thoroughness of the instruction received by them there.

OFFICIAL VISITS.

I have made during the year 234 visits to the schools under my care. Have visited each school except one twice, and a few three times, the third visit being made where the teachers' defects were so glaring as to demand correction or an absolute cessation of school work. This was the alternative presented to them.

Teachers are allowed to conduct the class recitation, that I may be able to judge of their ability to impart instruction.

Questions are asked the pupils by me at the close of each exercise upon the subject of the lesson and of former ones as well.

At the close of my visit many teachers ask for suggestions as to desirable or necessary changes in their management which are cheerfully given. I have found it necessary in one instance to close a school because of an entire failure on the part of the teacher to govern the pupils, and for this the trustees were, in my opinion, nearly as much at fault as the teacher. As the result of these visits, I have come to the conclusion that more teachers fail in their methods of teaching and in properly disciplining their pupils than from any or all other causes.

EXAMINATIONS AND LICENSES.

Examinations have been held twice during the year in 6 of the 8 towns comprising this district. The plan of examination and the per cent required for each grade of license remain the same as last year. The commissioners act jointly in the preparation of questions for examination, thus securing a uniform standard of qualification throughout the county, and eliminating one evil complained of during former years. I have issued 113 certificates, of which number 72 were of the third grade, 25 of the second, and 16 of the first. Of the third grades, 37 were given as the result of the examinations held in March, and ceased to be valid during the month of September; 6 of the first grades were renewals of those held by teachers of much experience and of undoubted capacity in graded schools.

Have also indorsed 7 certificates which were given by other commissioners, dating certificates and indorsements from the date of school examinations. There is difficulty in procuring amply qualified teachers, although it gives me pleasure to state that the papers taken at these examinations show a marked improvement over those of the preceding year.

SCHOOL BUILDINGS.

With few exceptions the school buildings in this district are in a good condition, a large number of them being comparatively new.

A few are sadly in need of repairs. When visiting a school I examine carefully the out-buildings that I may remedy or cause them to be remedied if needful. If they need repairing or cleaning, the trustee is spoken to in relation to the matter. If it is evident that the teacher does not exercise due care and watchfulness over the school property, their attention is called to it and the suggestion is made that they do so or make way for one who will. This matter of caring for school property is also fully discussed at the semi-annual examination.

District No. 1, Argyle, at its last annual meeting voted to raise the sum of \$10 by tax to be expended in planting shade trees, an example which I hope will be copied by other districts.

Since August, 1886, 6 school-houses have been repaired and re-seated.

A new building is in process of erection in district No. 13, Salem, in place of the one condemned by the proper authorities, such action being rendered necessary on our part by the continued failure of the people to take any steps toward rebuilding.

It seems to me that the power to condemn a school-house might be safely vested in the commissioner. Many supervisors hesitate because they fear the effect; they will agree with the commissioner as to the necessity of an action of that kind being taken, but, Macawber like, wish to wait another day. While conversing recently with one of our supervisors upon this matter, he said "don't call on me this fall." My experience teaches me that that is the way all of them feel. Again where both have to act as at present, the responsibility is divided allowing each to say "I am not to blame since I cannot act separately." When the condemnation of a school-house becomes a necessity, a commissioner need have no hesitation in taking such action if allowed to act on his own responsibility. I would, therefore, suggest the amendment of the law so that the commissioner have the authority without the aid of the supervisor.

TEACHERS' INSTITUTES.

The teachers' institute conducted by Dr. J. H. French assisted by Professor C. T. Barnes was held at Hubbard Hall, Cambridge, during the week beginning June 21. It was a great success in every respect. The total number of teachers enrolled was 394, average attendance 329, this number exceeding the total number of teachers engaged in teaching in the county at one time, 302, thus making an average of 109 per cent of teachers in attendance of those employed. All the schools in this district were closed save one. This was kept in session through an inadvertence. No one engaged in teaching or intending to do so during the coming year was excused by me, and as a result the attendance reached a number not deemed possible, while the average attendance exceeded our most sanguine expectations. In fact this institute was said by one of the conductors to be a phenomenal one. On Monday evening the Rev. Henry

Gordon, of Coila, than whom the teachers have no warmer friend, delivered an address which was listened to with a great degree of interest and profit by the teachers and all others present. He was also present at a number of the regular sessions of the institute, doing all in his power to aid and encourage the teachers in their work, making many timely suggestions to them and to the commissioners as well, who feel deeply indebted to him. Tuesday and Wednesday evenings were occupied by the conductors, whose lectures gave the best of satisfaction.

It became plain to those who had charge of the institute, that if standing room was to be had for those who would wish to listen to the address delivered by you to the teachers on Thursday evening, a larger audience-room would be necessary. This difficulty was met by the officials of the Presbyterian Church, who very kindly placed the same at our disposal, and even this was crowded to its utmost capacity. For this kindness the teachers and commissioners are very grateful. Public sentiment sustains the institute in this county, and that they be made as effective as possible none but the best talent obtainable should be employed, since something more than ability to crack a joke or tell a good story is demanded; I know of no other means by which teachers can be reached or from which they would derive so much benefit as at an institute, which is properly conducted. To secure their presence at the institute I would suggest that none be licensed to teach but those who attend.

A GOOD INDICATION.

Many trustees have, during the past year, asked me for advice in procuring teachers suited to their needs; these have been willing to pay such persons a reasonable compensation and much more than had formerly been paid in their district. This seems to me one of the surest signs of an awakened interest in the welfare of the schools.

EDUCATIONAL JOURNALS.

I have no means of knowing how generally educational journals are taken, but from such data as have been obtained at teachers' examinations, should say that about 70 per cent of the teachers provide themselves with such matter.

NORMAL SCHOOLS.

I have recommended 7 persons from my district for appointment at the Albany Normal and 1 at Oswego. There are at present 8 Normal graduates, and 3 others who have attended a Normal school one year, engaged in teaching, who are highly prized by the people of the districts in which they are at work. I have no hesitation in advising those who give good satisfaction as teachers to take a Normal course, while as to the poorer ones a change of occupation is the only thing which I can commend as desirable.

CORNELL FREE SCHOLARSHIPS.

At a competitive examination held by the commissioners at Hartford, in July, Harry Gray of Greenwich, and W. Gerald Fitzgerald, of Fort Edward, received the free scholarships to Cornell University. Paul Ives, of Easton, and Edward C. Riley, of Sandy Hill, received second appointments to same.

This examination and the awarding of the free scholarships gave rise to an unpleasant controversy, which was finally dropped. The present law regulating the appointments to that institution is defective, and since commissioners and competitors have the right to demand that the law which awards benefits amounting to \$300, shall be so plainly stated as to make an error impossible, I would respectfully recommend that such an amendment be made.

TRUSTEES' REPORTS.

Profiting by my experience of one year ago, I this year determined to spend one day in the office of each town clerk for the purpose of assisting trustees in making their annual reports, giving them notice, by means of a postal card, of at least a week in advance of the date selected. For this, many trustees gave me their sincere thanks, and it also saved me much annoyance when making my reports. Trustees complain, and justly, it seems to me, of the great number of questions asked, and say that it is impossible to answer them correctly. If you would simplify such reports, or cause them to be simplified, and eliminate all useless questions, the trustees would, I am sure, ever hold you in grateful remembrance.

AMENDMENTS SUGGESTED.

I will now summarize such amendments to the present school law as I have found necessary, and upon which action is desirable:

1. Trustees of joint districts should make but one report, and that to the commissioner of the county in which the school-house is located.

2. The examination of teachers' classes should occur at the same time throughout the State, and from questions prepared by the Department.

3. The amendment of the law which regulates appointments to Cornell University.

4. The commissioner should have sole power to condemn school-houses.

5. No separate apportionment of library money.

I wish to thank the teachers, trustees and parents for their willing co-operation, and the Department for inquiries answered and courtesies shown.

I am, very respectfully, your obedient servant,

JOSEPH W. BARBUR,

School Commissioner.

GREENWICH, *November 24, 1886.*

WASHINGTON COUNTY — SECOND DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—In compliance with your request of October 22, I respectfully submit the following report of the condition of the educational interests of this district :

DESCRIPTIVE.

This commissioner's district consists of 122 school districts, all of which, with one exception, have their school-houses located in this county.

Much of the surface is rugged, and three towns, Putnam, Dresden and Fort Ann, are quite mountainous. The roads in most parts of these towns are quite bad in the best of the season, and, at times, in the winter, are impassable on account of the deeply drifted snow.

VISITS.

I have made during the school year 257 visits to the different schools; and, as many schools consist of several departments, the total number of schools visited is over 300. From a survey of the whole field, I am able to report good progress during the year. The schools have improved as regards the matters of discipline and order.

IMPROVED METHOD OF TEACHING.

The greatest improvement, however, is in the line of methods of teaching. It has been my constant endeavor to impress upon the minds of teachers the necessity of having their instruction of a character that will develop the intellectual faculties of the pupil. Especially has great advancement been made in the teaching of reading. The alphabetical method is scarcely known, and, while teaching the word method is as yet quite crude in some schools, our annual institute, combined with the excellent instruction given in our many educational journals, will gradually overcome this defect.

MY PLAN OF VISITATION

has not essentially changed from that given in my report of last year. I allow the teacher to conduct the class according to the usual plan. I am thus able to form some estimate of the teacher's methods. If I see a chance to suggest what I consider an improved method, I am careful to do it in such a manner as not to give the pupils the idea that I am reflecting upon the teacher.

LICENSES.

I have licensed 117 teachers during the school year: 21 first grade, 40 second grade, 56 third grade. The standard has not been

changed since last year. My colleague and myself, however, have introduced one change, *i. e.*, the marking of questions according to their respective values.

LACK OF QUALIFIED TEACHERS.

There is a difficulty in getting amply qualified teachers to fill the schools, and I am sometimes compelled to license persons of a low grade of scholarship in order that the schools in some of the sparsely settled sections may have teachers.

CONDITION OF SCHOOL BUILDINGS.

It gives me pleasure to report a very healthy public sentiment as regards the condition of school-houses. Three new ones have been constructed during the year, *viz.* : Whitehall, district No. 4 ; Hampton, district No. 2 ; Dresden, district No. 9. A large number are also undergoing repairs.

I find that the best way to bring about necessary repairs is to call the attention of the leading men in the district to the necessity for repairing. It needs only some one to move in the matter, some one to take the initiatory step, and the work will generally be accomplished.

VERY POOR DISTRICTS.

By an examination of my abstract for 1886 I ascertain the following facts : District No. 21, Fort Ann, total valuation of property, \$2,767 ; district No. 7, Putnam, total valuation of property, \$5,155 ; district No. 2, Dresden, total valuation of property, \$3,008 ; district No. 6, Dresden, total valuation of property, \$4,690 ; total, \$15,620 ; average, \$3,904.

Here we have four districts whose total average valuation is less than \$4,000. There are many others in this district whose valuation is a close approximation to these, and when we consider that often these small properties consist of the rugged soil of the mountains, and are often heavily mortgaged, it is easy to see that the construction of new buildings, or the repairing of the old ones, must prove an onerous tax upon the community.

If the children of these sections are to obtain educational benefits at all comparable to those received by children in other localities more favored by nature, aid from the State must, in some form, be extended to them. The recent legislation raising the State tax will help them as regards the payment of teachers' wages, but the buildings in many of the districts are not comfortable, and the commissioner hesitates long about condemning a school-house when he knows that the construction of a new building will be an oppressive tax upon the district. The above refers not to those districts I have quoted merely, but to that *class* of which they are examples.

TEACHERS' INSTITUTES.

Our county institute was held in my colleague's district, in the village of Cambridge, and I leave the task of speaking of it in detail to him.

It was a grand success, both as regards attendance and the interest manifested. The average attendance was 109 per cent of the teachers employed in the county. There is no objection in this county to the institute. The teachers of this district are unanimously opposed to the division of the county, in the matter of the institute. The bane of the institute has been the small attendance, and now, as we have secured a large attendance, to cut it down one-half would, in my opinion, be harmful.

I approve heartily of the introduction of class-room work. A serious objection to the institute has been that young teachers have not been able to reduce the theories there elaborated to the practical work of the school-room. This new feature will have a tendency to cure that defect.

In my opinion, the way to have the institute of the greatest possible utility is to have its instruction of a character that will benefit all classes of teachers. Our conductors should recognize the deficiencies of the rural schools in appliances, and so simplify their methods that they will be applicable to the wants of the district school teachers. I approve of the plan of having two grades of instruction.

Public opinion will sustain a *proper* construction of the law as regards the attendance of teachers at the institute, but the adoption of a rule that no person shall receive a certificate to teach, unless they can show a certificate of attendance at an institute, would be finical and absurd, and would result in bringing the institute into contempt with both teachers and the public. The adoption of such a rule would necessarily exclude the following classes:

1. All new applicants who had concluded to teach since the closing of the last institute.

2. All non-residents of the State.

3. All persons who, though highly successful as teachers, have, for a time, been engaged in other avocations.

4. That class of teachers who teach a single term which does not come during the session of an institute and during the balance of the season are engaged (perhaps outside the State) in business that will not admit of their absence for an entire week.

I am of the opinion that all teachers engaged in teaching at the time an institute is in session should attend, unless there are the gravest reasons for absence. I believe that it is the duty of all who are engaged in the profession of teaching to attend, and no slight cause should prevent their attendance, but I am fully cognizant of the fact that attendance is not always possible and I am not in favor of the adoption of any rule that will cause non-attendance to be regarded as a penal sentence for the audacious crime of instructing the youth of the State.

PUBLIC INTEREST.

Public interest in the cause of education can be greatly enhanced by giving to the schools teachers who are interested in their work, by stimulating the districts to improve their buildings and grounds, by placing as many educational works as possible in the hands of the teachers, by teachers' associations and institutes, and by the school commissioners showing by their actions, rather than words, that they are interested in the great work.

EDUCATIONAL PAPERS

are largely taken in this district, but I have no means of knowing the exact number. I should judge that from 65 to 75 per cent of the teachers are subscribers or have the reading of educational papers. The number of those who are subscribers is constantly on the increase.

NORMAL GRADUATES

are, as a rule, successful teachers, but a certificate of graduation at a Normal school is by no means a guaranty of success in the actual work of the school-room. A Normal school will never make a successful teacher out of one that has no adaptation for the work. Many of the best teachers in this district are graduates of teachers' classes, but this is by no means the rule. There are as many standards as there are classes, and, as the questions for final examination are often such as cover the ground that the principal knows that they are familiar with, it is possible that the method in vogue may not be the best that could be devised.

UNIFORM EXAMINATIONS.

I would respectfully suggest that all questions for examination of teachers' classes be prepared on a plan similar to the Regents' questions.

SCHOOL DISTRICT BOUNDARIES.

I would recommend that the adjustment of district boundaries be settled by a town board with appeal to the Department.

APPORTIONMENT.

And I would also suggest the propriety of making the apportionment in two funds only, district quotas and average attendance. The library money is rarely used for any other purpose than teachers' wages, and the abolition of the pupil quota would cause school officers to look carefully to the matter of attendance. It would decrease truancy more than all the compulsory education laws ever placed upon our statute books.

CORNELL FREE SCHOLARSHIPS.

During the past year a case, that at one time promised serious difficulty, arose in this county involving the construction of the law

governing the appointment of candidates to free scholarship in Cornell University. I would earnestly recommend such an amendment to this law as will leave no possible doubt as to its interpretation.

Commissioners and competitors have a right to demand that a law that awards a gratuity of \$300 shall be expressed in terms so clear as not to admit of a double construction.

CHANGES IN SCHOOLS.

There has been quite a number of changes in this district. Professor T. J. Speer, an affable and scholarly gentleman, and a teacher of the highest repute, has resigned the principalship of West Hebron school and has accepted that of Salem, in this county. He is succeeded by Professor T. A. Stewart, who is maintaining for the school its high reputation. Professor Davis, at Middle Granville Union School, is succeeded by Professor Wilbur. Professor Davis left many friends behind him in Granville. Professor Wilbur comes well recommended. It is with sincere regret that I announce the resignation of Professor J. H. Durkee, of the Sandy Hill Union School. He is president of our county association and has always been at the front in educational work. The cause of his resignation is the offer of a more lucrative position as secretary of an insurance company. The schools at Whitehall and Granville are in a highly prosperous condition, and the citizens of those villages have just reason to congratulate themselves on their schools. Professors A. G. Miller, at Whitehall, and F. H. Wood, at Granville, are still in charge.

CONCLUSION.

By a retrospective view of the field I can see many omissions that foresight failed to discover, but, on the whole, I am quite well pleased with the work of the year.

Thanking the Department for many courtesies extended, I remain

Your obedient servant,

WM. H. COOK,

School Commissioner.

HAMPTON, *November 25, 1886.*

WAYNE COUNTY — FIRST DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.— In compliance with the request expressed in your circular-letter of October 22, I would respectfully submit the following

special report of matters pertaining to the schools under my supervision.

TERRITORY.

This commissioner district comprises the towns of Butler, Galen, Huron, Lyons, Rose, Savannah, Sodus and Wolcott. In these towns are 118 school districts, 114 of which have their school-houses in this district. Of these houses, 88 are frame buildings, 15 brick, and 11 stone.

TEACHERS EMPLOYED.

During the past year these schools employed 159 teachers, 10 of whom were Normal graduates, 3 were licensed by State Superintendents, and the remainder by local officers.

STATISTICAL.

The following condensed table of statistics shows that while we have 577 less children of school age than in 1881, we have 5 more teachers employed, and have increased the average attendance 254. The amount of attendance has been increased over 50,000 days:

TABLE OF ATTENDANCE.

| YEAR. | Number of licensed teachers employed at the same time for 28 weeks or more. | Number of children between 5 and 21 years of age, residing in district June 30, 1885. | TEACHERS. | | | | | Number of children attending school during the year. | Average daily attendance during the year. | Whole number of days of attendance at the school during the year. | Number of inspections by commissioner. | Value of school-house and site. | Assessed valuation of property taxable in district. | |
|------------|---|---|-----------------|-------------|----------------|-----|--------|--|---|---|--|---------------------------------|---|----------|
| | | | Licensed by | | | | Males. | | | | | | | Females. |
| | | | Local officers. | State Supt. | Normal School. | | | | | | | | | |
| 1881..... | 154 | 8,880 | 261 | 5 | .... | 106 | 160 | 6,618 | 3,549 | 602,696 | 108 | \$129,105 | \$10,472,753 | |
| 1882.. | 154 | 8,555 | 265 | 4 | 5 | 101 | 173 | 6,706 | 3,608 | 611,794 | 242 | 133,398 | 10,866,478 | |
| 1883..... | 150 | 8,362 | 251 | 2 | 7 | 97 | 163 | 6,453 | 3,645 | 624,586 | 294 | 136,901 | 10,564,524 | |
| 1884..... | 154 | 8,352 | 258 | 3 | 9 | 95 | 175 | 6,666 | 3,632 | 593,308 | 350 | 136,565 | 11,100,840 | |
| 1885..... | 157 | 8,389 | 257 | 6 | 11 | 101 | 173 | 6,501 | 3,630 | 623,201 | 278 | 134,745 | 14,915,808 | |
| 1886 | 159 | 8,303 | 242 | 3 | 10 | 91 | 164 | 6,516 | 3,803 | 654,405 | 352 | 138,875 | 15,149,000 | |

SCHOOL BUILDINGS.

Before the annual meetings of 1885, I sent the following "insinuation" to the trustees of those districts having poor school buildings, and as a result, seven school-houses have been thoroughly repaired :

SODUS CENTRE, N. Y., August 8, 1885.

To the Trustee and Patrons of School District No. , Town of :

DEAR SIRS.—Permit me to call your attention to the unpleasant, uncomfortable and *unhealthful* condition of your school building. A new house should be erected or the old one *thoroughly* repaired.

Trusting that at your next annual meeting such action will be taken to remedy the defect, that no further action by me will be necessary, I am,

Yours, very respectfully

E. C. DELANO.

With one or two exceptions, our school-houses are now in good condition, being warm and comfortable, and in a large majority of the districts they are supplied with modern furniture.

School commissioners should have authority to condemn old school-houses not worth repairing without the concurrence of the supervisor of the town. For political reasons supervisors refuse to take any action in such matters in a large majority of cases.

PLANTING SHADE TREES.

During the past three years we have devoted one day each spring to the transplanting of shade trees to the school grounds. Through the cordial co-operation of trustees and patrons generally, we have transformed nearly every school yard in the district into a miniature park. I inclose a copy of the notice sent to trustees last spring, and also published in each of the 12 weekly newspapers published in the county :

SHADE TREES.

In the presence of our rapidly wasting supplies, it must be evident to every sensible person that something should be done to economize what remains of our native forest products, and to provide by seasonable planting for future wants. The importance of this question cannot well be over-estimated. "The wealth, beauty, fertility and healthfulness of the country," says Whittier, "largely depend upon the conservation of our forests and the planting of trees." It should be held as the duty and the privilege of those having charge of our public schools to set an example worthy of following by the planting of their grounds for the effect it may have upon those under instruction, aside from the amenities that they thus secure to their premises. The children now in school will, in a few years, be the owners of the lands around them, and upon these children will devolve whatever duties the necessities of the future may impose in the way of planting for the supply of future wants.

A bill has been recently introduced in the Legislature of our State establishing a holiday that shall be devoted to tree planting. But as this bill cannot become a law in time to benefit us this spring, allow me to suggest that Saturday, April 24, be set apart as

ARBOR DAY

throughout Wayne county, and that all our people unite upon that day for transplanting trees to the school grounds, road-sides, etc.

Where trees have been planted heretofore, and have died from any cause, let us remove them, and plant live trees in their places. The readiness with which my previous Arbor Day suggestions have been complied with assures me of a general interest and hearty co-operation in this enterprise.

E. C. DELANO,

School Commissioner.

SODUS CENTRE, N. Y., April 13, 1886.

OFFICIAL VISITS.

Since the 1st of last January I have made 372 official inspections of the schools under my supervision, including 9 inspections of teachers' classes. I have visited every school twice, and in some instances, where the circumstances seemed to require it, three and four times. Upon these visitations, though frequently discovering faults calling for criticism and reform, I have found the average character of the instruction and management of a high order, the teachers zealous and faithful in the performance of their duties, and ready and anxious to receive advice that would in any manner assist them in their work.

GRADED SCHOOLS AND ACADEMIES.

There are 11 graded schools under my supervision, 3 of which, Clyde, Lyons and Wolcott, have academic departments. All are in a prosperous condition.

The Sodus Academy, Elisha Curtiss, A. M., principal, and the Red Creek Seminary, George A. Jacobs, A. B., principal, continue to maintain their excellent reputations.

TEACHERS' CLASSES.

During the year we have had seven full teachers' classes in this district. Of these, 3 were instructed in Sodus Academy, 2 in the Clyde High School, and 2 in Red Creek Union Seminary. The excellent work accomplished by these classes is being manifested in the school-room work of the members who became teachers.

CORNELL SCHOLARSHIPS.

Both the Cornell scholarships to which this county is entitled are annually filled by energetic young people seeking a higher education. Gaylord D. Hulett, of Sodus, and Charles H. Deuchler, of Lyons, were the successful competitors at the last examination. Where there is but one applicant in a district for the free scholarship, and he, for any reason, relinquishes his certificate, by the present rules of admission no person can be appointed to this vacancy, and the district thus loses the tuition to which it is honestly entitled. This is a seeming wrong that as a matter of equity and justice should be righted.

NORMAL SCHOOLS.

Since last January I have recommended 12 candidates for appointment in the Normal schools of the State. If the Normal course were shortened to three terms, and the instruction confined to methods of teaching, and school economy, a much larger number could, and undoubtedly would, avail themselves of such advantages; and a correspondingly larger number of Normal graduates would

be found teaching in our schools. Normal graduates, as a rule, are our most successful instructors, and they readily secure positions at remunerative salaries.

VENTILATION, OUT-BUILDINGS, ETC.

By circular letter, I have made the following suggestions to every trustee in the district :

I would suggest the following simple plan of ventilation : Fit closely under the lower sash of each window a board about six inches wide. This will raise the sash so as to admit a constant current of fresh air between the two sashes. By this simple arrangement the air of the room is being constantly purified, and the danger of cold drafts caused by open doors and windows is avoided.

The seats and their arrangement, in many cases, are so unsuited to the size of the pupil as to cause permanent physical deformity before his school days are over. The seats are often too high and too far away from the desks in front of them. A little pains should be taken to remedy this defect.

The want of apparatus for the use of teachers and pupils is also a serious hindrance to progress in our common schools. Every district should provide, at least, an unabridged dictionary, a globe, a set of wall-maps and a large amount of good blackboard surface.

It remains to call your attention to one thing more, to omit which would defeat the chief purpose of this circular. I refer to the school privies. The condition of these in too many cases is an offense to decency and civilization. Not only are many of them in plain sight of the public highways, but frequently the doors are gone and the boards are off, so as to render them utterly useless to any except those children in whom this state of things has already destroyed that sense of modesty which is their surest safeguard against moral corruption. In many instances so little attention is given to cleansing them that they are simply horrible in filth. I pray you, as you regard the health and morals of your children, give this your immediate attention. See that these buildings are placed in a retired part of the yard. Let there be two, if possible ; if not, one firmly partitioned, properly inclosed and screened, and thoroughly cleaned and disinfected at least twice a year.

The readiness with which those trustees whom I have seen in person have complied with my suggestions assures me that I need but mention these points to have them attended to. If, as school officers, we work together to get buildings and grounds in the most attractive and comfortable condition possible, and to put into our schools as teachers only such persons as are qualified, both in knowledge and in the possession of the true qualities of manhood and womanhood, for the work, the condition of our schools can be inestimably advanced.

EXAMINATIONS AND LICENSES.

My examinations are wholly written, and, though not difficult, they have consisted of broad questions which brought out the actual knowledge of the candidates, not the memorized expressions repeated parrot-like from some text-book. The subjects in which I examine are as follows : Reading, penmanship, spelling and word-analysis, arithmetic, geography in all its departments, grammar, language and composition, history, civil government, English literature, physiology and hygiene, methods of teaching and school economy. First grade licenses are granted to those only who have had at least three years' successful experience in teaching. Teachers' class testimonials, and certificates from other districts, are not indorsed. During the year I have examined 93 candidates, 43 of whom have received licenses as follows : One first grade, 3 second grade and 39 third grade. In addition to these, I have renewed 114 of my own licenses as follows : Four first grade, 94 second grade and 16 third grade. There are now 182 duly licensed teachers in the district. I grant

no private examinations, for the reason that they are needless encroachments upon the commissioner's time, which is already inadequate to the performance of the duties now devolved upon him. I believe that the directions in the Code of Public Instruction, that the commissioner shall examine candidates during his rounds of inspection, should be eliminated; and here allow me to renew my suggestion of last year that a uniform system of teachers' examinations be adopted, the questions to be prepared under the direction of the Department. Hold semi-annual examinations simultaneously throughout the State.

EDUCATIONAL JOURNALS.

Fully 75 per cent of the teachers of this county take and *read* educational journals.

TRUSTEES' REPORTS.

I would suggest that the blank form for trustees' reports be revised and simplified. Of the 118 trustees' reports received by me last August, but 3 were perfect.

APPORTIONMENT OF PUBLIC MONEY.

In the matter of apportionment, would not the ends of justice be better served, and the public money come nearer accomplishing the object for which it is provided, were the pupil quota entirely done away with, and the entire one-half apportioned according to the aggregate attendance? There would then be an inducement from a dollar and cents point of view to employ competent teachers, those that would draw out the greatest number of pupils, and not, as now, to hire the cheapest teachers, because it makes so little difference, whether the school is large or small, the difference being less than the difference in teacher's wages would be. The average attendance quota is now a premium for short terms, and the school year should be increased from 28 to 36 weeks.

A GENERAL CIRCULAR TO TRUSTEES.

Just before the annual meetings last August, I sent the following circular:

To School Trustees:

Your attention is hereby called to the following:

After August 20, 1885, no person shall be deemed qualified to teach who is under the age of 16 years.

Every board of education shall annually, between the 20th day of August and the last Tuesday of August, make a report to the commissioner having jurisdiction. Trustees of school districts also report as above.

These reports must be filed with the town clerks of the respective towns on or before the last Tuesday in August to insure the district its share of public money.

After the 20th day of August, 1885, all schools in school districts and parts of districts not included within the boundaries of an incorporated city shall be closed during the time a teachers' institute shall be in session in the same county in which such schools are situated, and in the apportionment of public school money the schools thus closing in any school

term shall be allowed the same average pupil attendance during such time as was the average during that part of the term when the school was not thus closed, and any school continuing its sessions in violation of the above provision shall not be allowed any public money based upon average pupil attendance during the days the school was thus kept in session.

Trustees and boards of education in such school districts and parts of school districts shall report, in their annual reports to the school commissioners, the number of days and the dates thereof on which a teachers' institute was held in their counties during the school year, and whether the schools under their charge were or were not closed during such days.

The trustees of every school district are hereby directed to give the teacher or teachers employed by them the whole of the time spent by such teacher or teachers in attending at any regular session or sessions of an institute in a county embracing the school districts or parts thereof, without deducting any thing from his or their wages for the time so spent.

Trustees should see that the school-house is clean and comfortable, and that the out-buildings are in good condition, as is required by a regard for decency, before the next term begins.

A trustee may appoint a clerk, collector, or librarian to fill a vacancy in the office.

Trustees may at any time levy a tax for the balance of teachers' wages after the public money has been expended. They have sole power to hire teachers and determine the wages to be paid, and are not bound by a vote of the district in regard to the same.

A trustee cannot legally employ a teacher who has not an unexpired license to teach. Teachers should be required to exhibit their certificates in every instance before a contract is concluded.

There are more than enough duly licensed teachers in the district to supply all the schools. Trustees in search of live, energetic teachers will be referred to such upon application to the school commissioner.

To the trustees and patrons of our rural schools, allow me to suggest that one of the most important means for securing a successful school is the arrangement of the terms. The different circumstances of widely separated regions, and the peculiar demands of different industries, continually operate to prevent the successful working of any general and inflexible law upon the subject. In the absence of such legal regulations, local customs have usurped their place, and established the particular seasons as well as the duration of the terms of school. In this way the custom among our rural districts of having but two terms of school a year has become the rule throughout this State. It has also decided that one of these shall begin the middle of November and close about the middle of March, and that the other shall begin the first of May and close about the middle of August. What was the original cause of the establishment of these customs seems not to be known. There may have been the best of reasons, but it is certainly true that such reasons no longer exist; that the usefulness of the arrangement (if it ever had any) has long since been outlived, and that at present it is a positive hindrance to the success of our schools.

The winter term, from the middle of November to the first or middle of March, could not, for the majority of the districts, be bettered. There are a large number of the older boys and girls who can attend at that time of the year, but who are prevented by the demands of farm labor from attending school at other times. But it would seem that no worse arrangement could be made than a term beginning the first of May and ending about the middle of August, for the reasons given below:

First. Because July and August are the busy months of the year in the country. During these two months the older boys and girls remain at home, where they are needed in the driving work of haying and harvest, or they remain out of school to pick berries. It results from this that the attendance at school dwindles often to almost zero.

Second. July and August are hot months. Without a fair degree of comfort, no progress in school can be made; and comfort during these months within the close walls of a school-house seems impossible. To compel little children, the law of whose young lives is activity, to sit on hard boards, in a close room, with the thermometer in the nineties, for six mortal hours a day and for weeks at a time, is cruelty as unnecessary as it is great. Were it necessary to do this in order to make out the requisite number of weeks of school required by law, there would be some excuse; but the law calls for but 28 weeks out of the year, and surely these may be selected without including the hottest months of the year.

Third. This arrangement omits April, September and October entirely, the best months of the year for school work, on account of the cool and pleasant weather, and because there is not such a rush of work as during the summer. It has been my observation, during three years' visitation among the schools, that the attendance is much better during May and June than during July and August. The reasons which make it so would secure a good attendance during September and October. As it is, we continue the schools during the hot weather when there should be vacation, and have vacation during the cool fall months when there should be school.

Another great evil resulting from the present arrangement is that the attendance being small and irregular, the children lose interest in their classes. Some stay out one day, some another, and so the classes are kept back, first for one and then for another, until all enthusiasm and energy cease. The hot weather causes listlessness and languor; drowsiness and apathy soon overcome all, teachers as well as pupils; and the children learn that worst of all habits, to idle and dream away time in school. Better have no school than to allow children to acquire this habit of neglecting business in business hours.

It is my firm belief that 28 weeks' school, exclusive of July and August, would be better than to have these months added to it. A child's education does not depend upon the length of time he attends school, but upon how well his time is improved there. If by a bad arrangement of school terms the child acquires the habits of negligence and superficial study, he will carry these habits into his life-work and make that a failure.

A better arrangement of terms, it seems to me, would be as follows: Let there be three terms instead of two in the year — the winter term beginning about the middle of November and continuing until the middle of March — then two weeks' vacation. Let the spring term begin about April 1st and continue until July 1st; and let the fall term begin about September 1st and close November 1st. By this arrangement we can get a long winter term for the large class who cannot attend in spring or fall. This arrangement secures nine months of school, exclusive of July and August. So far as I have been able to observe, there are no good reasons against the plan.

To recapitulate: This plan secures instruction to a greater number, without additional expense. Children can aid in haying, harvesting and berry-picking without breaking up the school. The teacher and pupils are more comfortable and enthusiastic, and the latter do not acquire the habits of negligence, carelessness or laziness in business hours. They learn much more in the same time, which is a financial economy, as they will need a teacher for a less time; and last of all, but quite important, it will, by increasing the average attendance, increase the amount of public money which districts will receive from the State. If by this plan one additional attendance is secured, the district receives from the State \$1.30, and so on for each average attendance gained.

It is hoped that districts will consider this matter, and take such action as they may consider best. The power to arrange the terms lies entirely with the trustees, but they will naturally wish to act as their districts desire. A number of districts have during the last two years adopted this plan and are more than satisfied. Should the plan for any reason prove undesirable, it may be changed at any time. It has long been the arrangement in all village schools, and may with equal propriety and success be adopted by rural districts. Let us give the children the benefit of free air during the hot months. Their interests are ours and the State's. It is not necessary to bake a child in a heated school-room to make a safe citizen or intelligent companion of him. His health should be in all ways jealously guarded; and this can be done without prejudice to his mental culture, if we adopt the plan above suggested.

Please have this circular read at your annual meeting, and then delivered to your successor in office.

Yours very respectfully,

E. C. DELANO,

School Commissioner.

SODUS CENTRE, *August 12, 1886.*

INSTITUTES.

Our spring institute for the entire county was held in the Sherman Opera House, in Newark, during the week of April 5-9, with Professors Sanford and Albro as instructors. The attendance, character of the instruction, and interest manifested were fully up to the average. The experimental district institute for this commissioner district was held in Clyde during the week of September 27 to October 1. Conductor Henry R. Sanford was ably assisted by Dr. Milne, of Geneseo, Dr. Hoose, of Cortland, Principal Hayward, of the Clyde High School, Principal Clark, of the Lyons Union School, and Principal Jacobs, of the Red Creek Seminary. The presence of Hon. A. S. Draper, State Superintendent of Public Instruction, and the able address he delivered, were duly appreciated by all present. To say that this institute was a success would be stating it mildly; to say that every one in attendance was satisfied with the work accomplished would be stating a fact. Even the chronic croakers and grumblers were emphatic in sounding its praises. The district institute has evidently come to stay.

PRIMEVAL PASTURAGE.

But one or two school districts still require teachers to indulge in that "primeval pasturage," boarding around.

CONCERNING TRUSTEES.

Before closing this report, I desire to advert to one other matter in connection with our common school system ; it is the trustee phase of the system. While a majority of the trustees are superior men, yet there are some who cannot resist the temptation to employ "superior talent" at "reduced wages," who know just how much ability and education is required in their "deestricks," or who are anxious to "fix a position" for some particular friend or relative, with occasionally one who would "let you have the school" for a percentage of the income. There are a few instances where districts annually elect trustees of the class first mentioned, the only object of whose election is to secure the "cheapest" teacher, regardless of merit, experience or efficiency. The great boast of such a trustee is, not that he has employed the best teacher and had the most successful school, but that he has run the school district at an expense of some \$30 or \$40 less than his predecessor. His nearest and dearest interest is to avoid a tax, either for necessary repairs or for teachers' wages. This class of people are always loud in their protestations of a desire for a good school, and are equally emphatic in their denunciations of a commissioner who has honestly and earnestly labored to bring about such a condition of affairs by withholding licenses from cheap, unqualified candidates. These few penurious, time-serving trustees, so far as their own school districts are concerned, effectively annul the efforts of the commissioner in seeking to raise the standard of scholarship of the teachers, and to elevate and improve the condition of the schools. While economy is a most excellent thing to practice, yet, when it is practiced at the expense of a good school, it becomes morally criminal ; a miserly saving of money, to rear up a prodigal crop of uneducated citizens to develop into paupers, thieves, socialists and anarchists. Is there no way by which trustees' qualifications may be "amended?"

AID FROM THE PRESS.

The newspapers of this district of all shades of politics are deserving of my hearty thanks ; always ready to lend a helping hand ; the zeal manifested by them for educational progress and reform is worthy of commendation. I am also under many obligations to the people of this commissioner district for their cheering words and many hospitalities extended ; to all my teachers for their good-will and earnest co-operation ; to my colleague, Commissioner Finley, and other educational friends for their advice and counsel ; and to the Department of Public Instruction for the many official courtesies and the kind and honorable treatment which I have received therefrom.

Very respectfully yours,

E. C. DELANO,

School Commissioner.

SODUS CENTRE, *December 13, 1886.*

WAYNE COUNTY — SECOND DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—In compliance with your request, the following report is respectfully submitted.

TERRITORY.

This district is composed of the seven western towns of the county of Wayne, viz.: Arcadia, Macedon, Marion, Ontario, Palmyra, Walworth and Williamson, in which there are 101 districts, each containing a school-house, including the 3 union schools located at Macedon, Newark and Palmyra. Ten of the other districts are located in small villages, some having two and some three departments, the remaining 88 are rural districts.

There were employed in these schools and teaching at the same time 129 teachers, mostly licensed by the local officer.

VISITS AND IMPRESSIONS.

I have during the past year visited nearly every school twice, some three or four times, where I deemed it necessary, making over 200 official visits. To do this has taken a good portion of my time, and living near one side of the district, some long rides over rough and rugged roads.

I think a large majority of the teachers are doing very good work ; some of the old fossils, who were too case-hardened to be susceptible of taking in any thing new, dropping out, and younger teachers fresh from school, taking their places. I found much difficulty at first, especially among the older teachers, in convincing them that it was necessary to have some method, system and order in their school work, that they should not attempt to follow in the tracks of their predecessors, and teach as they taught, but that they should endeavor to keep pace with the advanced methods and become practical thorough teachers. I believe the teachers in this district are endeavoring to become teachers in fact as well as in name.

LICENSES.

Out of about 220 who have been examined during the past year, I have licensed 150, selecting those who, from their ability, tact and general adaptation for the work, I believe will become live, earnest, energetic teachers, and who have a heart in the work.

EXAMINATIONS.

I have held during the past year four examinations, two in the spring and two in the fall, in different parts of the district, where it

would best accommodate the teachers. I have given two weeks' notice of each examination, both by card and publishing in the different papers of the district. Each examination has occupied one full day and confined to the following subjects, viz.: Grammar and language combined, arithmetic, geography, reading, civil government, physiology and hygiene, methods, and school economy.

The examinations have been wholly written, believing that to be the best and fairest method of determining the qualifications of persons examined, and also of judging of their general ability to construct sentences and to give clear, thoughtful answers, and also of their penmanship and spelling. The papers are also a weapon of defense against all grumblers and fault-finders who do not receive a license.

My aim in these examinations has been to make my questions general and practical, such as would bring out a pretty thorough general knowledge of the subjects. I have required a standing of 65 per cent for third grade, 75 per cent for second grade, and 85 for first. To those who have never taught I have granted only a third grade license, believing that ability to teach consists of something more than book knowledge. A majority of the licenses granted have been third grade, a few first, and the remainder second.

TEACHERS' INSTITUTE.

The teachers' institute in this county is always well attended, and latterly, in my judgment, productive of much good. For many years past we have held two institutes in the county each year. The county institute held at Newark the 1st of April last was, in my opinion, one of the best ever held in the county. Conductors Albro and Sanford make a good team, combining solidity with activity and general usefulness, making the instruction interesting and beneficial. They seemed to get down to the level of the teacher, making their instruction practical and bringing it within the comprehension and scope of every teacher. Although there was not as large an attendance as at some former institutes (owing to a very severe storm on the second day) it was highly beneficial and instructive, and I believe a source of much good to the teachers present and through them to the schools.

As regards the advantages to be derived from the present arrangement adopted by the State Superintendent in dividing the county and holding district institutes, I am unable to speak advisedly, as I have not yet held a district institute. I think, however, it will work well, and being composed of a smaller number of teachers be more likely to reach and benefit all. The institutes, in my judgment, should be a school of instruction approximating as near as may be to actual school work, where the teachers may take part in the work, always at liberty to ask questions and discuss them without restraint.

TEACHERS' CLASSES.

I believe this means of preparing teachers for school work one of the best. Care should be taken to place these classes under competent and efficient instructors, and a special time each day should be devoted to this work alone instead of mingling it with the other work of the school. Students also should be required to confine themselves strictly to class-work, not simply join the class and then be allowed to pursue their Latin and Greek, and pay but little if any attention to this work. A close inspection should be made by the Department in regard to these things.

The teachers' classes in this district during the fall at Marion and Walworth have been fairly conducted and well instructed. Dealing more in methods and actual school work must prove of great value to the teacher and finally to the schools.

IMPROVEMENT NOTICEABLE.

The general condition of the schools in this district is improving; the teachers more earnest in their work, and endeavoring to bring up the schools to a higher standard. Yet there is room for improvement. I trust, however, we shall relax no efforts, but constantly endeavor to advance.

SCHOOL BUILDINGS.

Through entreaties and threats several school-houses during the past year have been extensively repaired and newly seated, while quite a number of others have put in new and comfortable modern seats. There are still quite a number that need renovating, repairing, or a new building, which I hope to accomplish during the coming year. The grounds and out-houses, in many cases, are in horrible condition. I have tried, both by coaxing and threatening, to have the out-houses renovated and repaired, and yet the trustees neglect to do it. Some way should be provided to compel the trustees to comply with the request of the commissioner in this respect.

LONGER TERMS DESIRABLE.

I am strongly of the opinion that every teacher should be employed for the school year, instead of for a short term, and the liability of changing two or three times during the year avoided. Also in districts where they have a sole trustee, he should be elected for three years instead of one. If elected for a longer term there could be brought about a more united interest and effort between the trustee and commissioner.

All of which is respectfully submitted.

Thanking the Department for past courtesies, I remain,

Your obedient servant,

M. C. FINLEY.

School Commissioner.

PALMYRA, December 10, 1886.

WESTCHESTER COUNTY — FIRST DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR. — Pursuant to regulations, and in accordance with the request contained in your circular-letter of 22d October last, and, in addition to the several financial and statistical reports transmitted to you at the close of the last school year, I have the honor to submit the following fifth annual report of the schools within my jurisdiction, with such information and suggestions as appear to me pertinent to the requests made by you in said circular-letter and of interest to my constituents.

AN ENLARGED DISTRICT.

In all my former reports attention has been called to the fact that there was a gross inequality in the division of this county into school commissioner districts. Since 1881, and until the end of the last school year, this has been the smallest school commissioner district in the State, comprising only the two towns of East Chester and Westchester, with nine school districts. In November, 1885, Commissioner Lockwood, of the second district, and myself, with the knowledge and consent of the commissioner from the third district, appeared before the board of supervisors of the county, and presented a petition and argument in favor of a re-districting of the county into school commissioner districts, pursuant to the authority granted said board by the provisions of chapter 414, Laws of 1883. We further respectfully asked that, if a resolution was adopted in accordance with our petition and request, the same should not take effect until the beginning of a new school year, or until from and after August 20th last. Thereafter the board of supervisors adopted resolutions making a new division of the county into school commissioner districts, so that now my district, the first, comprises the towns of East Chester, Mamaroneck, New Rochelle, Pelham, Rye, Scarsdale, and Westchester, with 22 school districts and 29 schools. Nearly all the schools are graded and many are large.

In November, 1885, with the consent of the trustees of both districts, I made an order altering the boundaries of districts Nos. 4 and 5, town of East Chester. Referring thereto in my last annual report, I said: "The effect of the order will be, in my judgment, to greatly convenience and benefit many of the inhabitants of both districts, and set at rest a question which has been mooted more or less for twenty years past in this locality. My prediction has proven correct. The people affected by the order are perfectly satisfied, and the unanimous expression, since it went into effect, has been, and is, that the proper thing was done when the order was made and filed. The result has been, to me, very gratifying.

OFFICIAL VISITS AND OBSERVATIONS.

My official visits to the schools have been frequent, especially to those of my old or original commissioner district. I have visited several, but not all of those comprised within my present enlarged jurisdiction. They will all be reached during the present month. Generally, the schools are in excellent condition. In this district we are constantly progressing. Our schools take no step backward. A very few of the schools are not what they should be. There is certainly room for improvement in these few, and I am justified in saying, from consultations with the trustees of the districts, that a decided improvement and change for the better will be made in the immediate future. Happily, the great majority of our schools are in the most flourishing and healthy condition, and good results flow from the efforts of the teachers employed in them — results which are gratifying alike to teachers, trustees and patrons.

I notice from the reports as published, that in many commissioner districts, "most serious difficulties" are encountered in many school districts, by the "too frequent change of teachers." Fortunate, indeed, are we in this district, in respect of this. In most of our school districts good men are elected to serve as trustees and many of them hold office term after term successively; and it is a pleasure to bear testimony, as I do here, to the faithfulness, efficiency and liberality of our school trustees. Very much depends upon them for the success of the schools under their charge. When they get hold of a good teacher they know it, and they retain him or her in their employ as long as it is possible to do so. Comparatively very few changes occur in the teaching force in my district, and as one consequence, the schools are kept up to a standard second to none in the State. The results of the work of the past year show conclusively, with the very few exceptions heretofore noted, that our schools have been very successfully managed; and much credit is due to the skillful and experienced principals for intelligent and unremitting supervision and guidance on their part, and to the subordinate teachers who have so heartily and ably supported them by their earnest co-operation in producing results so admirable, and so gratifying to all interested.

CONDITION OF SCHOOL BUILDINGS.

My district, as now composed, contains 43 school-houses and, with perhaps three exceptions, they are in good condition and adapted to the use to which they are put, and they are well and suitably furnished. All of them are always kept in proper condition as to cleanliness. I regret to state that many of the school and classrooms have not the usual and proper means of ventilation. This applies with truth and force to some of the more recently erected and larger school-houses, as well as to those constructed many years ago and long in use. In some of the schools the wardrobe accommodations for the outside clothing, wraps, hats, rubbers, etc., are in-

sufficient and might very properly be improved. In the matter of ventilation I think, generally, the teachers are judicious. In many of the class-rooms, at stated intervals, the windows are thrown open and an animated, vigorous, concerted set of movements, or system of motions, is gone through by each class, which are well calculated to expand the chest, fill the lungs with fresh air, set the blood into free circulation, and thus increase mental as well as physical force and vigor.

In my last report I said: "Preliminary steps have been taken in district No. 1, Westchester, to erect a new school-house," and that the district was to be "congratulated upon the favorable outlook." The preliminaries have all been settled or arranged, and the work of construction, upon a much larger and better site, has been commenced in earnest and is now well under way. When completed, the building will be one in every way worthy the wealthy district in which it is situated. The site and building complete will cost not less than \$40,000. In its construction much attention, according to the plans submitted to me for approval, is being given to heating, ventilation and to the proper introduction of light.

Principal M. E. Devlin and his worthy assistant teachers who have labored so zealously to bring the school of No. 1 to its present high standard, are indeed entitled to the congratulations of their many friends at the prospect of soon being enabled to leave the old, cramped and inconvenient school-house to take up quarters in a new, modern, well-arranged, properly lighted and ventilated, and commodious building, and one admirably adapted to the growth and needs of the school and district.

I present in the following statement a summary of the more important financial and statistical items contained in my abstract of trustees' reports for the year ending August 20, 1886. The statement refers only to the towns of my old district, East Chester and Westchester:

Schools, Attendance, etc.

| | |
|---|-------|
| Number of school districts..... | 9 |
| Number of teachers employed..... | 67 |
| Number of children between 5 and 21 years of age .. | 7,039 |
| Number of children attending school..... | 3,221 |
| Average daily attendance | 2,074 |

Receipts, Expenditures, etc.

| | |
|--------------------------------------|--------------|
| Moneys on hand August 21, 1885..... | \$30,475 84 |
| Public moneys received, 1885 | 10,123 62 |
| Amount raised by tax, 1885..... | 59,858 02 |
| Received from all other sources..... | 3,654 35 |
| Total | \$104,111 83 |

| | |
|--|---------------------|
| Paid teachers' wages | \$45,795 88 |
| Paid for libraries | 897 47 |
| Paid for books, stationery and supplies..... | 2,321 55 |
| Paid for school-houses, sites, bonds, repairs, furniture, insurance, etc..... | 17,856 74 |
| Paid for all other expenses..... | 7,631 11 |
| Amount on hand August 20, 1886..... | 29,609 08 |
| Total | <u>\$104,111 83</u> |

| | |
|--------------------------------------|--------------|
| Total expenses for the year | \$74,502 75 |
| Expense per pupil registered..... | 23 13 |
| Average of teachers' wages | 683 52 |
| Assessed valuation of property | 5,539,792 00 |
| Value of volumes in libraries..... | 8,390 00 |
| Number of volumes in libraries | <u>8,525</u> |

A comparison of these figures with those in my report of last year will show a decrease in the total expenses for this year, of \$6,599.06. Also, a decrease of \$3.36 in average expense per pupil registered. The average of teachers' wages has increased \$22.03. The increase of assessed valuation of property is \$116,042. The number of children of school age has increased 272, the fourth school district of East Chester (Mt. Vernon) showing the greater increase, to-wit: 108. The fifth district of East Chester also shows an increase of 36. It was thought by some that the alteration of these two districts, heretofore referred to, would tend to lessen the number of children in No. 5, of school age, but the census returns show a considerable increase rather than any decrease.

PROSPEROUS SCHOOLS.

The school in No. 5, under the extended supervision of Principal B. Frank Taylor, assisted now by ten subordinate teachers, has had a constantly increasing attendance, and at the beginning of the present school year the trustees found it necessary to procure an additional teacher. They were fortunate in persuading Miss Lizzie Edmonds to resign her position in one of the schools of the city of Yonkers, to accept an appointment in their school, where, in the past, she had been employed, and by her good work left a favorable record. The entire corps of teachers in this school is of the first order.

Some time ago it became necessary to divide or partition off the assembly room of the school building, to furnish additional classrooms.

Last year the trustees purchased a lot adjoining the one on which the school is situated, to accommodate the needs of the school. It is the intention of the district soon to enlarge the present building by

erecting a handsome addition thereto, to contain class-rooms, library-room and large assembly hall. When the designs of the trustees are put into execution, and the work of enlargement completed, this district will have superior accommodations, such as will be a credit to the inhabitants, and as are commensurate with the growth of the school and the prosperous village in which it is situated.

LICENSES.

During the past year I have issued 34 certificates, or licenses to teach ; of these 6 were of the first grade, 18 of the second grade, and 10 of the third grade. Of the first grade, 2 were renewals ; of the second, 16, and of the third, 4 ; 5 of the teachers hold State certificates, 6 are graduates of the Normal schools of our State, and the teachers of district No. 4, East Chester, are licensed by the local board of education.

There has been no difficulty in this commissioner district in procuring amply qualified teachers. The few vacancies which occur can always be readily filled with trained teachers possessing more than average ability. Tact, scholarship and ability are what our best trustees now insist upon in their teachers.

INSTITUTES.

You ask : "How about institute work ?" I believe that the interest among teachers, trustees and the general public in the institutes has steadily increased during the past five years, and the institute conductors have labored with greater earnestness to increase the efficiency or usefulness of the institutes. Certain it is that there is not as much objection to institutes as existed a few years since.

The action of your Department in arranging for smaller institutes in some of the larger counties of the State, *i. e.*, holding institutes in each commissioner district each year, instead of having but one for an entire county, may prove to be a modification which will be productive of greater good in some counties of the State ; but I am of the opinion that such an arrangement will not be of practical benefit to the teachers and schools of the county of Westchester, which I have the honor, in part, to represent as commissioner. I have consulted with my associate commissioners, and with many of our experienced principals, upon the subject-matter of your circular letter of June 4 last, referring to this change to district rather than county institutes, and it is our judgment that the institutes as now arranged, held and conducted, have been very effective and satisfactory, and that a change in the plan, or arrangement, is not at all desirable, at present, for this county.

The legislation of the past two years has tended to bring a larger attendance of teachers at our institutes — a very excellent result. At present I am unable to suggest any way other than the institute, calculated to stimulate an interest on the part of the teachers and

keeping them abreast of the times, likely to be so productive of good results. Good county teachers' associations are excellent helps. For actual, practical, presently available results, to quote from your immediate, honorable predecessor, the teachers' institutes are the most potent agency now maintained by the State, in the work of raising the standard of qualification of the teachers employed in the public schools, by special instruction in the art and methods of teaching.

The institute for this county was held, this year, in the month of May, the usual time, at Peekskill. It was a successful institute in all respects. The conductor was Dr. John H. French, ably assisted by Professor S. H. Albro. The session continued five days, was largely attended, and the work done was productive of much good.

WIDE AWAKE TEACHERS' ASSOCIATION.

One of the best and most popular organizations in our local educational work is the Westchester County Teachers' Association. The association has been in successful operation for a number of years, and the interest of teachers, superintendents and school commissioners in sustaining it is now greater than ever. It has come to stay. It is a complete, thorough and perfect organization of its kind, and is doing a good work. Meetings are held quarterly, on Saturdays; the attendance is very large and the results profitable. Principal Charles E. Nichols, of school No. 4, Mt. Vernon, is the president this year. If other counties have not such an association they should have, for they are eminently useful to teachers, especially to the inexperienced ones; and they serve to arouse an interest in the cause of education on the part of the general public. With us it has been the custom to occupy the evenings of institute week with the exercises of our county association, and it has often been impossible to obtain a hall large enough to accommodate the people who thronged about the doors anxious for admission. At the quarterly session in May last, at Peekskill, the crowd was so great that many were unable to gain admission at all, and the hall was a large one. I cite these facts simply as an evidence of the great interest manifested by the general public in our educational affairs.

EDUCATIONAL JOURNALS.

Purely educational journals are taken and read by the teachers within my jurisdiction. At one of our recent institutes all the teachers who subscribed for one educational journal were called upon to raise their hands. All hands responded, and on a further call for those who took two or more, it clearly appeared that our teachers very generally take more than one educational journal — a further substantial evidence that they are earnest and progressive, and ever on the lookout for new and improved methods. Many of our teachers attend the Saturday lectures of Professor Bickmore, at the Museum of Natural History in New York, and are greatly

interested and instructed therein and thereby. These lectures have proven very attractive and delightful to many teachers, and it is their earnest hope that they may be continued for a long time.

NORMAL WORK.

With reference to the work of Normal schools, I am of the opinion that public sentiment in their favor is stronger to-day than ever before. All who think upon the matter at all, and many do, freely admit that our system of public education should embrace Normal and training schools. Trustees of schools very generally prefer for teachers those who have received special training for their work. It is an encouraging sign of the times that trustees are much more careful and exacting than formerly in the matter of selecting instructors. As stated in a former report, the public are warmly interested in the maintenance and success of the State Normal schools, and the appropriation by the Legislature for their support should not be in the least diminished, for the result of their work is of inestimable value.

SCHOOL DISTRICT BOUNDARIES.

With my experience in the matter of the alteration of the boundaries of school districts, I would respectfully renew my recommendation made in a former report, that the statute relating thereto be so amended as to place that duty upon the board of town officers of the respective towns in the State, and that school commissioners be required to approve and execute only the final order changing said boundaries. An application is now pending before me for an alteration of the boundaries of districts Nos. 1 and 2 in the town of Mamaroneck.

Section 3 of title 6 of the Consolidated School Act, as amended by section 6, chapter 406, Laws of 1867, is indefinite as to the time when an order, if made, shall take effect in a district where the trustees thereof consent to the terms of the order; and it should, in my judgment, be amended and made more definite and certain in respect to the time above referred to. It appears to be clear and explicit as to the time of taking effect in cases where the trustees refuse to consent to the order.

UNIFORM EXAMINATIONS.

I am not one of those who favor an amendment of our present school law, by which it is proposed to take the supervision of the examination and licensing of applicants to teach from the hands of the school commissioners. If necessary, in some districts of the State, and I concede that it is, to raise the standard of requirements for a license to teach, I believe it possible for the commissioners, who should be fearless in the discharge of their duty in this respect,

to accomplish the desired result. If they cannot, or do not, then they are incompetent, and unfit for the trust reposed in them. At our annual State commissioners' meeting I have heard this subject quite fully discussed. I have heard of the political and other powerfully sad and wicked influences brought to bear upon commissioners, to which they, in many instances, upon their own confession, have had to succumb, to grant certificates to the friends and favorites of those who brought these influences to bear, regardless of the qualifications or fitness of the applicant. The statements publicly made by a few of the commissioners have surprised me. It would seem that they favor an amendment to the law simply in order to shift responsibility in the premises, or, rather, to shirk it, and their clear duty. It is within their power to raise the standard of qualifications for a license, and if they are unwilling to assume the responsibility, and fail to rise to the full measure of their duty in this regard, their constituents, at the next election for school commissioners, should give them opportunity to "step down and out," to make room for others who will exhibit some independence of character, and who will be unswerved by untoward influences. It has been my endeavor, as it should be the endeavor of all commissioners, to make applicants earn a license, and to have them realize that a license to teach is a valuable and honorable thing to hold, and one not too easily won. I am opposed, therefore, to the proposition to take from the school commissioners the supervision of the examination of applicants. They should prepare the questions, examine the applicants, be the judge as to the correctness of the answers, and of the tact and general ability of applicants. As Mr. Wood, my immediate predecessor, says in his last report (1881) to your Department: "To have the questions prepared by some central authority, printed and sent by mail, savors too much of centralization, unification and procrusteanism to meet my approval. The examiner and examined should always meet face to face, as frequently, through reasonable misunderstandings of printed questions, the best applicants fail."

NOT YET READY.

The board of education of district No. 4, East Chester, had under consideration at the date of my last report a plan for the establishment of a high school grade in school No. 1, under their charge, and a committee was appointed to carefully consider the plan, and report thereon. The committee, it appears, have, after consideration, reported: "That while such an opportunity for the pupils of our schools would be a good thing, yet in view of the expense incurred by the increase of the schools, we think it best to take no action to that end at this time."

The records show that for the year ending October 1, 1881, the expenses of the schools (3) of this district were \$21,981.09; during the year last past they were \$26,704.16, showing an increase after five years of only \$4,723.07, in actual expenses. The increase in

assessed valuation of taxable property of the district since 1881 is \$300,000, at a low valuation. There has been an increase of pupils registered of 178 since 1881.

In view of the importance of having a higher grade in the grammar department of school No. 1, and of the public demand therefor, and in the light of the comparison of expenses herein shown, the only inference is, to say the least, that the ground taken in the resolution of the board is wholly untenable. The demand for a higher grade in this central school, No. 1, cannot much longer be ignored by the board. A high grade in this school, or a high school proper, independent of this school, has become, and is demanded as a necessity in this fast growing village.

MANUAL TRAINING.

The agitation in favor of the introduction of manual training into the public schools has interested the members of the board of district No. 4 also, and, at the last annual district meeting, they asked for and obtained an appropriation of \$100 to purchase tools for an industrial class to be organized in the school No. 1. The tools have been purchased and are ready for use. The introduction of these tools appears to indicate the establishment of a real trade school. A teacher, skilled in every branch of trade, has not yet been engaged, but doubtless one will be found soon.

Objection is raised by some that the State is not called upon to teach children to work, and that it is not right to tax property for that purpose, but this is a legal point yet to be determined.

I shall await, with much interest, the development of this system in this school and the practical results attained thereby. The practical value of the system has not, in any common school, so far as I am aware, as yet been fairly established. I hope to be able, in my next report, to give full particulars as to the practical results, after a year's trial, of this introduction of manual training into our public school.

EVENING SCHOOLS.

Principal C. A. Barnett, of district No. 3, East Chester, is conducting, with success, an evening school in that district at Tuckahoe. His effort in this direction is commendable. Both of the public schools in this district are well conducted.

PHYSIOLOGY AND HYGIENE.

The State law, requiring that all pupils in the schools shall be instructed in physiology and hygiene with special reference to the effects of alcoholic drinks, stimulants, and narcotics upon the human system, has been observed by the teachers within my jurisdiction.

I have endeavored fully to cover the suggestions and inquiries contained in your letter requesting this report.

For courtesies extended by you, and the assistants in your department, I shall always have a grateful remembrance. To the people of my district I am indebted for kind words and generous support, and to the teachers am I indebted for their earnest co-operation, liberal spirit, and kind appreciation. I have the honor to be very respectfully,

Your obedient servant,

JARED SANDFORD,

School Commissioner.

MOUNT VERNON, *December*, 1886.

WESTCHESTER COUNTY — SECOND DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR. — As requested by your circular-letter of October 22d, I submit my second annual report :

STATISTICAL.

The commissioner districts of Westchester county have been changed since the beginning of the year by the board of supervisors, under the authority of chapter 414 of the Laws of 1883.

This report, however, relates to the district as it was constituted previous to such change.

The following is a summary of my detailed reports which have already been forwarded to your Department :

| | |
|--|-----------------|
| Number of school districts..... | 54 |
| Number of school-houses | 57 |
| Number of teachers employed..... | 141 |
| Number of children residing in district between 5 and 21 years..... | 13, 440 |
| Average daily attendance of pupils..... | 4, 364 |
| Amount of public money received from State.... | \$20, 483 45 |
| Amount raised by taxation..... | 110, 343 06 |
| Amount expended for teachers' wages | 83, 387 18 |
| Amount expended for all purposes..... | 133, 514 22 |
| Value of school-houses and sites..... | 330, 915 00 |
| Assessed valuation of property in district | 23, 229, 522 00 |

VISITS AND IMPRESSIONS.

I have made 78 official visits during the year. In most of the schools good work is being done by the teachers and the year has

been prosperous. I regret that in some districts I have found little, if any, improvement in the condition of the schools. This is principally due to the fact that low wages are offered, resulting in inexperienced teachers, and there is a lack of interest on the part of the trustees.

LICENSES.

I have issued 98 certificates during the year, of which 13 have been given to teachers with no previous experience. The remainder have been renewals of my own or other commissioners' certificates. The small number of new certificates is owing to the fact that changes of teachers are not frequent in this district.

NORMAL GRADUATES AND STATE CERTIFICATES.

There are 46 teachers in the district who hold either Normal school diplomas or State certificates. I think a greater number would procure State certificates if the examinations for the same were held during the summer vacation, or the fall term. They occur now just before the end of the school year, at a time when teachers are especially busy in their schools and, to some extent, worn out by the year's work.

There is no difficulty in procuring amply-qualified teachers. Such teachers are not always procured, not, however, from an insufficient supply, but because the wages paid will not command the best talent.

CONDITION OF SCHOOL BUILDINGS.

Our school buildings are generally in good condition. There are but ten houses in the district which are not provided with modern desks and seats. A new school-house was built during the year in the town of North Castle in place of one condemned by me the year previous. A new building is contemplated in district No. 5 in the town of Greenburgh. Our school-houses and their surroundings ought to be made more attractive. Legislation can do but little to bring about better buildings, beyond giving school commissioners ample power in the matter of ordering repairs to be made, and requiring proper arrangements for heating and ventilation. Public sentiment in each district will do more in this direction than the enactment of laws or the mandates of school commissioners.

The teacher can do much toward arousing such a sentiment by inducing pupils to interest themselves in improving the school-room and grounds. I have gone from a school-house with bare and cheerless walls to one in which the teacher and pupils have placed curtains in the windows, and decorated the walls with paper and pictures, and the contrast between the two has greatly impressed me. A different atmosphere seemed to pervade the latter school. Whatever work one does can be better done in the midst of pleasant surroundings, and this applies equally to the school-room, the workshop and the office.

Parents do not realize how many hours their children spend in and about the school-house or they would take a greater interest in the improvement of buildings and grounds. The school-house and its patrons should be brought closer together. As tending to this end, I always applaud the efforts of the teachers to bring the public to their school-houses by means of receptions, exhibitions and other entertainments. Ample grounds and shade trees ought to be provided in every district.

TEACHERS' INSTITUTES.

The teachers' institute was held in May at Peekskill, and was very successful under the direction of Dr. French and Professor Albro. The number present was much larger than in previous years, the result of the new law relating to attendance at institutes. I think public sentiment is still opposed to the institute but, as I suggested in my last report, I believe this is due to the fact that the public do not understand or appreciate the work of the institute.

The plan of your Department for institutes in each commissioner district does not meet with favor in this county. The places at which our institutes are held are always accessible, and ample accommodations are afforded.

Notwithstanding the fact that we have three commissioner districts, the county is among the smallest in the State in territory, so that the question of convenience is not in favor of the new plan. The attendance at the last institute was nearly 300, but I do not think the results would have been any more satisfactory with a gathering of only 100 teachers. The association and interchange of views on the part of the teachers are by no means unimportant features of a teachers' institute.

Again, while we have many teachers who are thoroughly competent to assist the instructors as proposed in your plan there would be a delicacy on their part in assuming the position. The work of the institute should be devoted principally to the inexperienced teachers.

TEACHERS' ASSOCIATIONS.

The county teachers' association is accomplishing much for the improvement of the teachers.

Since my last report three meetings have been held, one in the winter at Mt. Vernon, one at Peekskill during institute week, and one at Tarrytown last month. Practical class-work is a leading feature at these meetings. The association this year is under the direction of Principal Charles E. Nichols, of Mt. Vernon, as president, and was never in a more prosperous condition.

EDUCATIONAL JOURNALS.

Teachers should be encouraged to read educational books and periodicals. Educational journals are taken to a large extent by the

teachers, and in most of the graded schools the teachers have regular meetings for mutual improvement.

PUBLIC INTEREST.

You ask, what can be done to arouse an interest in the cause of education on the part of the general public? I would say, exercise greater care in the licensing of teachers so that the most competent teachers will be employed; encourage the people to visit their schools and to elect active and liberal minded trustees who will take an interest in the office. Provide courses of studies that will best fit the youth for the practical duties of life. Show the people that the common school can give their children an education that is of practical benefit to them, and a renewed interest in education will follow.

INDUSTRIAL EDUCATION.

The agitation of the question of industrial education is increasing. I believe the experiment is worth trying, and will help to arouse an interest in our schools. I do not understand that the system contemplates a training in particular trades, but only the teaching of pupils to use their hands as well as their minds. The plan is being tried to a limited extent in this district. Instruction in needle work is given in the public schools at Hastings, and in one of the schools in the Irvington district, and the movement has been very successful.

NORMAL SCHOOLS.

The Normal school is doing a grand work in sending out an army of trained teachers every year. It must be evident to all that a person who has had special training in the art of teaching is more likely to succeed. It is true that a large number of our most successful educators are not graduates of Normal schools, but they have gained their positions by years of experience and devotion to their profession. It is among the younger teachers that the Normal school graduates show their superiority. Their work is more systematic and they employ the best approved methods.

SCHOOL DISTRICT BOUNDARIES.

I referred in my last report to the annoyance to which a school commissioner is subjected in the matter of the alteration of district boundaries. I believe a change in the law by which such questions may be referred to the town authorities is desirable.

THE POWER OF A SOLE TRUSTEE IN EMPLOYING TEACHERS.

The provision of the statute, which prohibits a sole trustee from employing a teacher beyond the close of the term commencing next preceding the expiration of his term of office without a vote of the

district, is often the cause of confusion. A sole trustee should be permitted to employ a teacher for not to exceed one year after the expiration of his term of office. Such a short time now intervenes between the annual election and the beginning of the term, that the trustee or the teacher is often placed in an awkward position in districts having but one trustee. A newly elected trustee may find a school on his hands with a very few days in which to procure a teacher. A teacher may wait for a renewed engagement only to be disappointed, and at a time when it is too late to obtain another position.

CORNELL UNIVERSITY.

A public examination for the Cornell University free scholarship was held in this county as usual. There were six competitors, and three appointments were made. One of the successful candidates was a young lady.

CHANGES IN THE DISTRICT.

I have referred to the alteration of the commissioner districts of the county. The annexation of the lower part of the county to New York city and the erection of the town of Yonkers into a city, with a separate school system, left only two towns in the first district.

The board of supervisors transferred the towns of Pelham, New Rochelle, Mamaroneck, Rye and Scarsdale from this district to the first. These towns contain large and prosperous schools, and add materially to the importance of the first district.

The town of Poundridge was also transferred from this district to the third, and the town of Ossining from the third to this district.

This arrangement makes a more convenient geographical division of the county, as well as a more equitable division of the labors of the commissioners.

It is due to Commissioner Sanford of the first district to state that he has advocated the change for several years past.

CONCLUSION.

I have met with much encouragement during the past year from school officers, teachers and the public.

To all I take this opportunity of rendering my grateful acknowledgment.

Expressing also my thanks to your Department for its numerous acts of courtesy, and congratulating you personally upon the success which has attended the administration of your high office, I remain,

Yours very respectfully,

JAS. B. LOCKWOOD,

School Commissioner.

WHITE PLAINS, December 1, 1886.

WESTCHESTER COUNTY — THIRD DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—In compliance with the requirements contained in your circular of October 22, 1886, I respectfully submit the following report in addition to my financial and statistical report already filed :

TERRITORY.

The third commissioner district of Westchester county consists of eight towns lying in the northern part of said county. At the commencement of my term of office, January 1, 1886, it was composed of the towns of Bedford, Cortland, Lewisboro, Ossining, New Castle, North Salem, Somers and Yorktown. Subsequent to that date and before August 20, the board of supervisors of the county made a change in the territory of the district by taking from it Ossining and adding to it Poundridge. As now constituted it contains 84 school districts as against 83 heretofore. In 77 of these districts, but one teacher is employed in teaching at the same time, and most of them may properly be classed as rural districts. The remaining 7 districts employ from 2 to 12 teachers according to their need.

The third commissioner district has in it now but two large graded schools, both of which are located in Peekskill.

VISITS AND OBSERVATIONS.

I have made, since January 1, 1886, 100 official visits to the schools in my district, and have found their general condition quite up to my expectation. Whether they have improved in condition since last year I am not able to state with certainty, but believe it to be a fact. In most of the schools I found good work being done ; in some excellent ; while in a very few what I saw done was not work, in any true sense of the term. To the teachers in the last-mentioned class of schools, such suggestions were made as the circumstances demanded, and I have since learned that most of them acted upon the suggestions given, and their work was improved thereby. I found the teachers as a body earnest and painstaking in their endeavor to advance their pupils in their studies, and willing to be advised upon any point that might aid them in obtaining better results from their efforts. The subject of primary teaching I find receiving much attention, and many are using all the means at their command to prepare themselves for better work in that direction.

NORMAL GRADUATES.

The Normal graduates in this district are doing good work where they are employed, and as a rule, the people are desirous of having

them retained for a second term, in districts where they have taught. The advantage of their special training is shown in the results obtained.

EDUCATIONAL JOURNALS.

About 60 per cent of the teachers take some educational paper, while some who do not take such a paper have books on methods of teaching which they study.

EXAMINATIONS — LICENSES.

I have during the year licensed 125 teachers. I have conducted my examinations both orally and in writing, believing that by so doing I could better judge of the candidates' qualifications than by using either method exclusively.

I have held 5 public examinations, 4 of which were well attended. At the other there were but 2 applicants for certificates. As a result of these examinations 80 certificates were granted, leaving 45 of the above-named 125 as the outcome of private examinations. My private examinations have been no less rigid than public ones, and more candidates have been rejected in the former than in the latter.

LACK OF QUALIFIED TEACHERS.

In regard to the question of difficulty in procuring amply qualified teachers, I have to say yes, there is a difficulty. There are not enough of that class to supply our schools, but if there were they could not all find employment, as there are a few school districts that would not employ them, because less qualified ones can be procured for less money. Amply qualified teachers cannot teach for wages ranging from \$20 to \$25 per month, and that is all that is paid in some districts. I think the standard of scholarship would be raised by dropping from the list third grade certificates and allowing no one to teach who did not hold a second grade, granted only upon an examination not less severe than is now required to obtain a certificate of that grade.

This would lead to better preparation by persons intending to teach, and lessen the number of those, who, satisfied with a low grade certificate, stand ready to accept any position that places them on the list of school keepers, however meagre the compensation.

CONDITION OF SCHOOL BUILDINGS.

With few exceptions the school buildings were found in a fair condition so far as protecting teachers and pupils from the inclemencies of the weather is concerned, but in many instances, paint on the outside and kalsomine on the inside would have greatly improved their appearance. In many of the country schools the old-fashioned seats and desks are still in use to the discomfort of the pupils and

annoyance of the teacher, but there is a prospect of an improvement in this respect, for the question of re-furnishing is being agitated in several of these districts, and in some new desks and seats have already been put in place.

Some of the school buildings I found greatly in need of repairs, and some, because of their age and state of dilapidation, unfit for use and incapable of being made comfortable without the expenditure of much money. In many instances repairs have been made, and in some cases the work of repairing is now going on. There are some districts in which, I fear, no action will be taken to furnish a proper place for a school until their old building is condemned by the commissioner.

District No. 1 of Yorktown has purchased ground adjoining the site of the present school-house and proposes to erect a new school building thereon and have it ready for use at or before the beginning of the new school year. The additional ground will give the pupils of the school ample room for their play. At present their playground is the street.

In school district No. 7 of Cortlandt, a meeting was recently held at which an appropriation of \$5,000 was voted for an addition to the present school building, made necessary by the increasing attendance at that school.

In my visits I found many of the privies out of repair and standing in exposed situations with reference to school-house entrances and roads, and also several where there was but one for the accommodation of both sexes. With few exceptions these buildings were in a cleanly condition. Repairs have since been made on several of these buildings and in some cases where there was but one, another has been built, so that there is now one for each sex. There is, however, much work yet to be done in this direction, most of which, I think, will be attended to during this year. I do not think legislative action is needed at present to make a change for the better in regard to these buildings.

TEACHERS' INSTITUTES.

The institute for this county was this year held at Peekskill, commencing May 10, and lasting five days. The instructors were Dr. John H. French and Professor Samuel H. Albro. A large number of teachers presented themselves on the first day, and over 300 were registered during the week. The regularity of the attendance of the teachers, and their close attention to the instruction of the conductors, were marked features of the occasion. Copious notes of the matter presented were taken, and much information gained relating to school matters by teachers from conversations and discussion among themselves. The feeling at the close of the institute seemed to be that a pleasant and profitable week had been spent.

The County Teachers' Association had charge of the evening exercises, of which lectures were the principal features. To these the

public were invited, and in response packed the assembly-room of the school to overflowing. The citizens of Peekskill have had many good words to say in favor of the institute as they saw it, and think that it was beneficial to the teachers in attendance.

In a Department circular, dated June 4, for certain reasons therein stated, the proposition is made of trying the experiment in the larger counties of holding district instead of county institutes.

In regard to such a departure, so far as it would beneficially affect the larger counties of the State, other than Westchester, I have not sufficient data at command to form an opinion, but feel that such a change would in this county, at the present time, be detrimental to the cause intended to be advanced by it. I think my colleagues, Commissioners Sanford and Lockwood, concur with me in this view of the matter, and, from conversations with teachers in my district, I learn that they favor county institutes for this county, instead of institutes for each commissioner district in the county.

The following are some of the arguments against the proposed change:

1. Some central point in the county can be reached with about the same expenditure of time and money, and as conveniently, as any central point in any commissioner district.

2. That the last county institute did not, because of its numbers, prove to be an unwieldy body, but was easily handled by the conductors.

3. That our county institutes meet the want of a great majority of our teachers; and that those who receive the least benefit from them are those who from long experience, or from special training, are familiar with the instruction there given, or those who from inexperience, or lack of training, are unable to comprehend it.

4. That district institutes would bring together only the teachers of the district in which it was held, and cut off that yearly mingling of teachers from all parts of the county, which has done so much to stimulate all grades of teachers to greater exertions in bringing their own schools up to higher standards of excellence.

5. That district institutes would tend to break up the County Teachers' Association, at the quarterly meetings of which special class exercises have become one of the most interesting and important features.

6. The principals of schools in this district do not feel that they have the time to devote to the preparation of matter for special class exercises at an institute, as they need all their time for their own schools.

SCHOOL DISTRICT BOUNDARIES.

Up to date I have been called on to make but one change in district boundaries, but there are several cases in which I expect soon to be called upon to act. From the fact that many years have passed since district boundaries have received proper attention, their

adjustment seems likely to give rise to many difficulties. Would it not be well to have that duty performed by a board of town officers?

LIBRARIES.

I am of opinion that our school library system should be abolished and the money devoted to that purpose be diverted into some other channel. In most districts it is used for the payment of teachers' wages, instead of the purchase of books to be placed in the district library.

ANNUAL SCHOOL MEETING.

A change in the time for holding the annual school meeting I think would be beneficial. The time between the meeting and the usual time for commencing schools in the fall is too short for sole trustees to look about them and make the best possible selection of teachers for their schools.

SUGGESTIONS FOR LEGISLATIVE ACTION.

1. The abolition of the one trustee system and the adoption of the three trustee system for all school districts other than union free school districts.

Reason: So that in every school district there may be one or more trustees in office having some experience in the duties of the office.

2. The diversion of library money from its present use to that of purchasing school apparatus or books of reference for the teacher's desk.

3. The amending of the law relating to annual school meetings, fixing the time for such meeting on the first Tuesday of August of each year instead of the last Tuesday as is now the case.

4. The relieving of school commissioners from the duty of adjusting school district boundaries, and providing that this duty be performed by a board composed of town officers.

5. Amend the law in regard to teachers' certificates so that after a certain time (say two years) from the passage of the amendment, commissioner shall issue none but first and second grade certificates to teachers.

CONCLUSION.

In closing this my first report, I wish to express my thanks to the teachers and school officers of my district for their hearty co-operation in my work as commissioner, to my colleagues Sanford and Lockwood for their kindly hints and suggestions, to the press for its helpful notices, and to the Department for its many favors shown.

Yours very respectfully,

JOHN W. LITTEL,

School Commissioner.

PEEKSKILL, *December 9, 1886.*

WYOMING COUNTY — FIRST DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.— In response to the request contained in your circular letter of October 22, the following written report concerning the schools in the first commissioner district of Wyoming county is herewith respectfully submitted in addition to the financial and statistical reports already sent you :

STATISTICAL.

My district comprises 8 towns, viz.: Attica, Bennington, Covington, Middlebury, Orangeville, Perry, Sheldon, and Warsaw. It contains 102 school districts, including joint districts, 93 having school-houses in the county. Of the 119 teachers required 30 are employed in the four union free schools. I have granted 151 licenses, the larger part of which have been of the third grade. As a rule only third grade licenses are granted to inexperienced teachers.

In all 191 teachers were employed, 7 of which held Normal school diplomas and 1 a State certificate.

VISITS AND OBSERVATIONS.

One hundred and eighty-eight official visits, or an average of 2 to each school, have been made. Some of the impressions received in my visitations are that teachers, who have made special preparation for teaching by their attendance at teachers' institutes, teachers' meetings, examinations, and in reading educational journals, show the best results in the progress of pupils, average attendance, etc.; that where the people manifest an indifference, except so far as wages are concerned, the same indifference is shown in schools. I also observe that where the people are interested in the welfare of their children a good school is nearly always in successful operation.

CHANGES FOR THE BETTER

have taken place in several districts. District No. 17, Sheldon, has erected a commodious, well-arranged and well-ventilated school building with two departments costing \$1,200. There has also been expended \$200 for out-buildings, grading, etc. District No. 2, Bennington, has made extensive repairs upon the school-house and will probably furnish it with patent desks. The uncomfortable seats in districts No. 2, Sheldon, and No. 1, Covington, have given place to new ones.

TEXT-BOOKS.

A source of great annoyance is a multiplicity of text-books, which prevents a thorough organization of the schools. Some action

should be taken to establish a uniform series throughout the different counties of the State.

NORMAL SCHOOLS.

During the past year 15 applicants have been admitted to Normal schools where they will receive the benefit of thorough instruction and training for the work before them.

Of these schools much may be said in commendation. Their *direct* influence, however, is not of great value to our rural districts, as their graduates can secure more lucrative positions elsewhere. Their work is excellent.

TEACHERS' ASSOCIATIONS.

Wyoming county has, for many years, sustained an active and well-organized teachers' association which holds two sessions each year. The meetings are well attended, full of interest, and profitable to our teachers.

TEACHERS' INSTITUTE.

The teachers' institute, held in the union school building at Warsaw, during the week beginning September 13, was conducted by the veteran instructor, Dr. John H. French, ably assisted by Professor C. T. Barnes. The work of the conductors was practical and duly appreciated by the teachers as was attested by their marked attention. On Thursday P. M. we were honored by the presence of Dr. Wm. J. Milne, principal of Geneseo Normal School. He gave us some good practical suggestions, and favored us with an able and instructive lecture in the evening. Evening lectures were also given by Dr. French, Professor Barnes and Thomas B. Lovell, Principal of Attica Union School. A model class exercise in language was conducted by Mrs. Jennie F. Martin, preceptress of Warsaw Union School, also an exercise in arithmetic by Jesse P. Worden, principal of Perry Union School. These exercises led to a discussion which will result in good to our teachers.

The whole work of our institute was regarded as a success. I believe that our teachers' institutes are of great benefit to all progressive teachers. Those who attend regularly do the best work in our schools.

PROGRESS.

Let me say in conclusion that I believe our common schools to be far in advance of what they were a few years ago. Our teachers are better qualified for their work. Over 80 per cent of the teachers of this district read educational journals. School officers are more than ever before calling for good teachers. They are awakening to the fact that competent teachers, who command good remuneration for their labor, are more to be desired than teachers of a low grade at corresponding low rates. All of our best teachers find no trouble in securing schools at fair wages.

Although we have not attained that degree of success for which we hope, yet it is gratifying to state that great advancement has been made.

Thanking teachers, trustees, patrons and friends of education for many courtesies received and the Department for favors granted, I am

Very respectfully yours,
C. HERBERT FOSTER,
School Commissioner.

WARSAW, November 10, 1886.

WYOMING COUNTY — SECOND DISTRICT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—In accordance with the requirement of the Department my eighth annual written report is herewith respectfully submitted :

SCHOOL DISTRICTS.

There are 79 districts in my territory having school-houses in this county, and 12 joint districts having the school-houses in adjoining counties.

VISITS AND TEACHERS.

One hundred and fifty-three official visits were made. Seven visits directly in the interest of the teachers' classes should be added. My records show that for the winter term, of the 90 teachers engaged, 7 were graduates, 12 had attended Normal schools, 36 had been members of teachers' classes, 33 had attended academies but had not been members of teachers' classes, two had attended only common schools. All had attended teachers' institutes.

For the summer term, 7 teachers were graduates, 8 had attended Normal schools, 39 had been members of teachers' classes, 32 had attended academies but had not been members of teachers' classes, 4 had attended only the common school. All had attended teachers' institutes. On the part of the patrons of the schools, the interest is in nowise abated.

STATISTICAL.

A few figures in the way of comparison that seem to prove this are here given :

| | | |
|-----------------------------|----------|----|
| Year. | | |
| 1880. Teachers' wages..... | \$15,153 | 63 |
| 1886. Teachers' wages | \$17,935 | 71 |
| 1880. Weeks taught | 2,313 | |

| | |
|------------------------------------|--------------|
| 1886. Weeks taught | 2, 393.8 |
| 1880. Average wages per week | \$7 02 |
| 1886. Average wages per week | \$7 49 |
| 1880. Raised by tax | \$9, 626 00 |
| 1886. Raised by tax | \$12, 127 00 |

GOOD SIGNS.

There is a steadily increasing sentiment in favor of engaging well qualified teachers, and the teachers are cheerfully preparing to meet the requirements of the times.

LICENSES.

Of licenses granted, 14 were first grade, 63 second grade, 32 third grade, and 26 Regents' testimonials were signed ; total, 135. Good wages will enable every school to secure well qualified teachers.

CONDITION OF SCHOOL BUILDINGS.

The character of school buildings is steadily improving. Of the 91 school-rooms in this district, 40 are furnished with patent seats.

Printed circulars furnished by the Department, containing five plans for school-houses, with description, amount and cost of material and labor, including every thing necessary to complete the house, the total expense ranging from \$350 to \$1,500, would often afford welcome aid to districts that contemplate building.

No. 4, Arcade, and No. 6, Gainesville, built new school-houses during the year.

TEACHERS' INSTITUTE.

The institute has been, in this county, one of the favorite helps to good teaching. Lately we have been greatly aided by some of our own experienced teachers. We expect to reach out after more of such assistance in coming institutes.

Last winter at a meeting of school commissioners at Ithaca, I suggested that an outline, with references to authorities, of the work for the week should be furnished every teacher several weeks before the institute begins. The last day, an examination upon the week's work would be profitable. This would set us all to reading up on our work, and it would lay a greater personal responsibility upon the careless teacher during the progress of the institute. It will bring the conductors and teachers in closer sympathy, for all have been studying in the same field. District institutes would render this plan entirely practicable.

PUBLIC INTEREST.

With the teachers largely lies the power to keep the people actively and favorably interested in what is going on in the schools.

The children are the dearest treasures in every household. We talk of greed of gold, the race after wealth, but I know of no man who will not halt short, and turn for the physician when the little ones fall ill, and never stop for the expense until the danger is past. Let us sweep the dust from our eyes, and with clearer vision see gathered in the schools 1,000,000 of children, and the bonds of affection uniting the homes and the schools all over this great State. The 20,000 teachers who hold the destiny of these children in their keeping should not be surprised if their work is watched with jealous care. The hearts of the people are in the schools, and we, as teachers, can interest them in the cause of education in a way that will bring aid and encouragement to the work, by interesting ourselves deeply in the children, and by frankly asking the co-operation of those naturally our allies in the work. We need more public exercises, more evening schools. All over this State there should be yearly tree plantings, author days, and happy expedients of various good sensible sorts to get the parents and friends to join the children in a healthful, social, educational jubilee now and then.

EDUCATIONAL JOURNALS.

Though many teachers take educational journals, there are others who do not. But nearly all have some work purely educational.

NORMAL GRADUATES.

The graduates of Normal schools in this district are doing good work.

UNIFORM EXAMINATIONS.

I am in favor of having examination questions for teachers' certificates prepared by a board consisting of the State Superintendent, and two or four commissioners elected by the commissioners at their annual meeting. Allow commissioners who do not have teachers reaching the required standing sufficient to supply their schools, to issue certificates to those who come nearest the requirements until the schools are supplied; these last certificates not to be used outside the county even by indorsement.

UNIFORMITY OF TEXT-BOOKS.

Uniformity of text-books in each county would aid in such grading as is consistent with the genius of our common schools. Many families change their residence every year, when new text-books must be purchased, or classes added to the teachers' programme.

I believe the State would get excellent results from a fund set apart for the purpose of duplicating any sum not exceeding \$20 in any one year voted by a district for a dictionary, books for reference, maps, and apparatus.

HELP FOR WEAK DISTRICTS.

Weak school districts are not to blame because their valuation of property is small, or because they cannot report a large number of children to draw public money, or a large average attendance. I think that some special provision should be made for these small districts when the rate of local taxes for teachers' wages exceed a certain amount.

THE YEAR'S WORK.

Some of the things with which I have had something to do during the year are: 1 district organized, 2 school-houses built, 1 union school district organized, the boundaries of 5 districts in part changed, teachers' examinations held in each of the 8 towns and 1 at close of the institute, 2 teachers' associations, teachers' institute, 6 teachers' classes organized in this district during the year, visiting the schools, preparing statistical and financial reports, making the apportionment of public money, and many duties arising out of school district affairs.

A mere statement of results accomplished does not always show the amount of labor required to secure them. A new school-house may cost several journeys to the district. To settle some question in dispute may require a journey of 20 miles.

In closing this report, I desire to thank the Department for many favors, and the teachers, school officers and others with whom I have been associated for most generous treatment.

CLARKSON A. HALL,
School Commissioner.

GAINESVILLE, *November 30, 1886.*

YATES COUNTY.

HON. A. S. DRAPER,

Superintendent of Public Instruction:

SIR.—In compliance with your circular of the 22d ult., I herewith present my second annual report:

SCHOOLS.

There are in this county 114 districts and parts of districts; 104 of these have school buildings in the county and employ 127 teachers at one time.

VISITS AND IMPRESSIONS.

There have been 209 official visits made during the year, being of benefit to all concerned. Teachers have been free to ask for in-

formation in reference to their school work, and I have not hesitated to inform them and advise with them in reference to any desirable change.

It seems to me that much valuable time is lost in advancing pupils too rapidly in their studies, and in this the teacher is not wholly in fault, as he is constantly urged by parents to press their children forward. The necessity of slow, thorough work, has been recommended and with a reasonable degree of success.

EXAMINATIONS AND LICENSES.

There have been held two series of written examinations during the year besides a number of private examinations of persons who could not attend at the time advertised.

I have issued 33 first grade, 70 second grade and 60 third grade certificates, many of them being renewals and promotions, dating the spring certificates March 1, and those in the fall September 1. This I find to be a great convenience in many ways which will readily be seen. An effort has been made to license only enough teachers to supply the schools and results have proved satisfactory. It has had the effect to raise the standard of teachers and at the same time give us better schools. Every good teacher desiring to teach is employed; and the total amount paid out for teachers' wages last year was \$545 in excess of the year before.

EDUCATIONAL JOURNALS.

Nearly all of the teachers take educational journals and find them indispensable aids.

SCHOOL BUILDINGS.

The school buildings are being improved, yet a large number are not desirable for school purposes. District No. 5, Milo, is building a new house, which, when completed, will be appreciated by the large number of children who attend school there. Other school buildings are being repaired and more comfortable desks placed in them.

A BETTER FEELING.

I think a better feeling is apparent among the people in reference to our common schools, for few of the youth, comparatively, attend the higher schools and academies, and it is desirable that they should acquire at least the practical part of the common branches usually taught.

TEACHERS' INSTITUTE.

One institute has been held this year, Dr. John H. French and Professor C. T. Barnes, instructors. A very large attendance of teachers attested its importance and value. I cannot speak advisedly of the change in institute work, as we have had none this fall, but expect to hold one in the early part of the next year.

NORMAL GRADUATES.

Teachers who have had the advantages of Normal school training are in good demand.

GRADED SCHOOLS.

The graded schools employ the same teachers from year to year as far as possible, but aim to employ Normal teachers when a change is made. A number of these are teaching in the country schools, and more who have received instruction in the teachers' class. Both are doing good work. The trustees at Dresden have been fortunate in securing the services of William G. Reed, class of '84, Albany Normal School, and at Rushville good work is being done by Principal J. E. McKenzie, class of '86, Geneseo. The usual recommendations have been given to five teachers to attend the Normal School. The county is ably represented at Cornell by four State pupils, one lady and three gentlemen.

TEACHERS' ASSOCIATION.

A county association is well sustained by the teachers. A session was held at Dundee, March 20; address by Professor Reynolds, of Starkey Seminary. The second at Penn Yan; address by Professor Kline, of Dundee. The third also at Penn Yan; address by Dr. Hammond, of Starkey College. The fourth is to be held at Rushville, December 11; address by Mr. J. E. McKenzie.

ALTERATION OF SCHOOL DISTRICTS.

The alteration of district boundaries has given me very little trouble, having made but one order of transfer during my term, and that by consent of all parties.

ADVANCEMENT.

I am satisfied that advancement has been made in educational affairs in this county since my last report. At this time every school is in session, presided over by a duly qualified teacher. Starkey Seminary, now a college, Penn Yan and Rushville Union Schools, Dundee Preparatory school, and the Penn Yan Parochial school (Catholic) are ably managed and a credit to those having them in charge.

FAITHFUL TEACHERS.

I am indebted to the faithful teachers for their continued kindness and most hearty co-operation; to the school officers for valuable aid, and to the people for their confidence and support.

Thanking the Department for favors received, I remain,

Respectfully,

JAMES A. THAYER,

School Commissioner.

PENN YAN, *November 22, 1886.*

EXHIBIT No. 7.

CITY SUPERINTENDENTS OF
SCHOOLS.

1. NAMES AND POST-OFFICE ADDRESSES.

2 WRITTEN REPORTS.

LIST OF CITY SUPERINTENDENTS.

1. LIST OF CITY SUPERINTENDENTS OF SCHOOLS IN THE STATE OF NEW YORK.

| Cities. | Names. | Page of Report. |
|------------------------|---|-----------------|
| Albany..... | Charles W. Cole | 651 |
| Auburn..... | Benj. B. Snow..... | 659 |
| Binghamton..... | M. W. Scott..... | 660 |
| Brooklyn..... | Calvin Patterson..... | 662 |
| Buffalo | J. F. Crooker | 667 |
| Cohoes | Murray Hubbard, President Board of Education. | 674 |
| Dunkirk..... | J. W. Babcock..... | 675 |
| Elmira | G. V. R. Merrill..... | 677 |
| Hudson..... | Wm. P. Snyder..... | 678 |
| Lockport..... | Charles W. Wasson | 679 |
| Long Island City | Charles W. Gould..... | 681 |
| Newburgh | John Miller | 686 |
| New York..... | John Jasper..... | 687 |
| Ogdensburg..... | Barney Whitney..... | 691 |
| Oswego..... | E. J. Hamilton | 695 |
| Poughkeepsie | Edward Burgess..... | 696 |
| Rochester..... | S. A. Ellis | 699 |
| Rome | M. J. Michael..... | 705 |
| Schenectady..... | S. B. Howe | 707 |
| Syracuse..... | Edward Smith | 708 |
| Troy..... | David Beattie..... | 711 |
| Utica..... | A. McMillan..... | 714 |
| Watertown..... | Fred. Seymour | 722 |
| Yonkers | C. E. Gorton | 725 |

REPORTS OF CITY SUPERINTENDENTS.

ALBANY.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—In compliance with your request, I have the honor to submit the following report of the condition and progress of the public schools of this city for the year ending August 20, 1886.

The financial statement for the year is :

RECEIPTS.

| | |
|--|---------------|
| Cash balance on hand September 1, 1885..... .. | \$95, 030 73 |
| Raised by tax..... .. | 150, 000 00 |
| State apportionment..... .. | 44, 502 72 |
| From literature fund, for High School..... .. | 1, 880 04 |
| Amount advanced by city chamberlain, under chapter 48, Laws of 1886, toward the completion of new School No. 7..... .. | 3, 662 65 |
| From High School pupils, use of text-books..... .. | 1, 213 50 |
| From non-resident pupils..... .. | 970 00 |
| From Regents of the University, instruction of teachers' class. | 500 00 |
| From sale of old desks..... .. | 72 10 |
| From cash received from library fines..... .. | 46 00 |
| From sale of library catalogues..... .. | 8 00 |
| | <hr/> |
| | \$297, 885 74 |

EXPENDITURES.

| | |
|-----------------------------------|---------------|
| Teachers' salaries..... .. | \$152, 616 47 |
| New School No. 7..... .. | 16, 662 65 |
| Fuel..... .. | *14, 933 94 |
| Repairs and heaters..... .. | 11, 908 79 |
| Janitors' salaries..... .. | 8, 419 16 |
| Text-books and stationery..... .. | 2, 655 30 |
| Supplies..... .. | 2, 514 12 |

* This includes amount paid for coal for seasons of 1885-86 and 1886-87, the supply for both seasons having been paid for within the school year just ended.

| | |
|--|--------------|
| Salary of superintendent and secretary | \$2,500 00 |
| Gas, water and insurance..... | 1,880 64 |
| Printing and advertising..... | 1,625 24 |
| Salary of superintendent of buildings..... | 1,500 00 |
| Library..... | 1,016 39 |
| School furniture..... | 911 89 |
| Miscellaneous expenses..... | 613 94 |
| Clerk hire..... | 536 67 |
| Rent of School No. 3..... | 400 00 |
| School apparatus..... | 154 50 |
| | <hr/> |
| | \$220,849 70 |
| Cash balance on hand September 1, 1886..... | 77,036 04 |
| | <hr/> |
| | \$297,885 74 |
| | <hr/> <hr/> |

NEW BUILDINGS AND IMPROVEMENTS.

The new building on Clinton avenue designed to take the place of old No. 7, which has been abandoned as unfit for school use, has been completed and is now in use. The total cost of this building, including the site, was \$37,500. The building has 10 class-rooms, two large play-rooms, a principal's office and a library or store-room, and has accommodations for 500 pupils. All the appointments of this school are of the most approved kind. The heating and ventilating are believed to be perfect. The system used is the well-known Ruttan-Smead, which guarantees 70° of heat in zero weather and a complete change of air every 20 minutes.

Besides completing new No. 7, the Board effected many sanitary improvements that were much needed, in old buildings.

It is proposed to build a new school-house at the western extremity of the city, next year. The sum of \$24,000 has been placed in the school budget for this purpose.

NUMBER OF SCHOOLS AND TEACHERS, ATTENDANCE, ETC.

The number and the grades of the schools are the same as last reported: 10 primaries, 1 grammar, 12 primary and grammar combined and 1 high school.

Two hundred and fifty-three teachers were employed during the year; 230 of these were women, and 23 men; 134 were High School graduates, 55 State Normal graduates, 15 collegiates, and the rest, 49, were educated at private schools and academies.

Thirty-four had the special preparation afforded by our local training school; 17 vacancies occurred during the year, 14 made by resignation and 3 by death. The new appointments were largely from among the graduates of our training school, and we feel confident that our teaching force has been strengthened by the changes.

The chief statistics of attendance, etc., are as follows:

| | |
|---|----------|
| Total number of seatings..... | 12, 293 |
| Total (net) number enrolled..... | 13, 139 |
| Total average membership..... | 10, 213 |
| Total average attendance | 9, 660 |
| Per cent of attendance based on enrollment..... | 72 |
| Per cent of attendance based on average membership... | 95 |
| Per cent of tardiness | .47 |
| Promotions..... | *20, 084 |
| Per cent of promotions..... | 195 |
| Promoted to High School | 338 |
| Graduated from High School | 82 |
| Graduated from teachers' training class..... | 32 |

The average attendance was 80 less than last year; the decrease being caused by the closing of No. 7, and by the removal from the city of many families owing to the cessation of work on the Capitol. These are temporary causes. The indications now presage a large attendance during the coming school year.

INDUSTRIAL DRAWING.

The drawing exhibition, which has been held on Decoration Day for several years, has become an affair of popular interest. Several thousand highly interested and well-pleased persons attended this year's display; and they were well repaid for their attendance. Never have the walls of the High School chapel been hung with so many and so meritorious drawings as were then displayed. To one who has visited these exhibitions year after year, there is nothing more evident than the rapid growth shown in artistic sense and feeling. There appears a broader treatment, that shows an expansion in both pupils and teachers. Several of the pieces shown gave great promise of future excellence. The specimens of original designing were marked by greater strength and individuality than heretofore.

The medal offered by the board for the best design by a High School pupil was closely contested by several, but the palm was awarded to Saidee Lipman, who submitted a design for a wood carving, showing leaves and fruit in a felicitous arrangement. The medal offered by Mr. H. W. Antemann to the grammar school pupils was given by the committee to Alexander Davidson, who presented several heads and figure pieces that evinced remarkable talent for a boy of eleven years. The committee of award, consisting of Messrs. A. W. Fuller, Walter Dickson and F. H. Janes, were highly complimentary in their report, and gave to Drawing Master Hailes the meed of praise which his work so fully merited.

* Promotions are made twice a year. The promotion of *all* would give 200 per cent.

PHYSIOLOGY AND HYGIENE.

The course of study in physiology and hygiene has been fully tested during the year. While in the main the course proved satisfactory, experience has suggested some changes which will, it is believed, be beneficial. It is the general opinion of teachers that, while considerable information may be given of the structure of the body and the functions of the more important organs, the greater stress and effort should be placed upon instruction in the laws of health. The course has been remodeled with this object in view. The written examinations gave an average of 94 per cent on carefully graded, but fairly representative, questions.

DISCIPLINE.

Progress in all departments of human experience has its ebbs and flows. The rising tides of a series of years are suddenly followed by retreating waves. To the careless looker-on the retrogression seems lasting, irreparable, but the careful observer is neither discouraged nor deceived. He knows it is but a halt in the onward movement, a gathering of fresh forces, and that the next advance will carry the wave above the highest point yet reached. I see, then, nothing very discouraging in the quite largely increased number of cases of corporal punishment reported this year. One hundred and three (103) cases are recorded; the number was fifty-three (53) last year. This increase of nearly one hundred per cent cannot be traced to any temporary cause, nor was the growth general. Nine schools were conducted very successfully without one resort to the rod. Three schools of excellent standing report one case each. Eight schools report from two (2) to five (5) cases each, while the remaining four combined report seventy-three (73) cases. Two of these last cited schools are located in neighborhoods where home influences for good are most lacking and where the children are supposed to be unusually difficult of control; the other two are located very favorably in these respects. But other schools that report no cases are as unfavorably located as the two just mentioned, so that location will not wholly account for the difference. Where lies the difficulty? A close analysis of the facts shows that the causes of friction cannot be found among the children. I am convinced that in most cases the failure is on the part of the teacher. I can only repeat the observation made in previous reports, that the best teachers have no cases of discipline. They and their pupils are too busy at their legitimate school work to have any time for conflicts. While there may be rare exceptions, I would about as soon judge a teacher's work by her record as to the number of cases of difficulty with her pupils as by an examination of the class itself.

The force of tradition and habit is very hard to stem. Many who would otherwise be excellent teachers, in their vain endeavor to train minds and mold character by pressure from without, instead of by development from within, are wasting their energies in futile efforts.

As Superintendent Sill, of Detroit, well says: "Force is the first recourse of the poor disciplinarian and the very last resort of a good one. The spirit of our times righteously makes this law the test of school management."

Superintendent Cooper, of Evansville, Ind., remarks in this connection: "The more I study the subject the more I am convinced of the fact that teachers who are thoroughly fitted for their work need not resort to corporal punishment in the management of their schools."

But it is needless to multiply authorities; a careful perusal of official opinion from all parts of the country shows an almost perfect consensus of belief among educators that the rule of force in schools is rapidly passing away, and the sooner that teachers come to see and follow this tendency the better for them and their pupils.

Let us hope that there will be no more retrogression, but that an advancing wave will take us next year above the high-water mark of the past.

The number of suspensions reported was forty-five, eight less than last year. Four hundred and nine (409) truants were reported, thirty-eight (38) more than in 1885. I can only repeat what I have said for the past eight years, that these truants and the neglected children who wander our streets at will, cannot be properly reached and managed by our present machinery. The execution of the compulsory law, truant officers and an ungraded school, wherein to reclaim and reform the waifs and strays, are evidently the remedies which should be employed.

PROMOTIONS.

Our plan of promoting from grade to grade twice a year, on the basis of written examinations prepared by the superintendent, has commended itself by use. The objections often raised to promotions by percentages have been obviated by giving the principal of each school the power to fix the standard for promotion for each grade, and then permitting the class teacher to advance individuals who may fall below the standard at her own risk. This plan avoids the application of an arbitrary, inflexible standard fixed by one who can know nothing of the peculiar surroundings and status of classes or individuals, but examines all of the same grade on the same questions. Again, the principals are authorized to promote individuals one, two or more grades at any time. No one is retarded by mistake in gradation on entering, or who has outstripped his class-mates; nor, on the other hand, is a whole class ever held back for the sake of a few laggards.

Again, no class is limited to specified boundaries in any semester. If the grade-work is accomplished, the class does not pause or waste valuable weeks in useless reviews. The teacher is instructed to carry the class right along, no fault can certainly be imputed to workers who accomplish more than their stint. Yet no work will

be carelessly or incompletely done, because at the end of the semester comes the superintendent's examination for promotion, to detect weak spots or inferior workmanship.

We have reduced the written examinations to a reasonable minimum; we do not smother the individual nor neglect the mass. I have failed to discover, in many discussions I have read, any plan for promotion so flexible and yet so effective as that in use in our schools.

Twenty thousand and eighty-four (20,084) promotions were made during the year, being 195 per cent of the average membership, and 152 per cent of the registered number. These figures furnish their own favorable comment.

TEACHERS' TRAINING CLASS.

The fourth class graduated from this department of our school system numbered thirty-two members, all of whom were heartily recommended by Principal Crannel, as fully deserving the teacher's certificate, which had been the guerdon of their hopes and labors through a long course of study, running, in most cases from entrance at the primary school through fourteen years of continuous attendance.

Each year the work of this essential school improves in many directions, and each year demonstrates the soundness of the cardinal principle on which it was established, viz.: that we learn to do by doing. The feature of personal practice in the school-room under the eye and guidance of an experienced teacher is the one that distinguishes this school and makes the progress of the pupils uninterrupted and unembarrassed by the difficulties surrounding a pupil teacher left to her own devices without supervision or direction.

The class was organized for two terms under the excellent system formulated for the training of teachers by the officers of the Regents of the University. The examination papers submitted were pronounced very creditable, and the Regents issued their valuable certificate to all the members of the class. The usual appropriation of \$250 per term, or \$500 in all, was received and deposited with the city chamberlain. The cost of the training class to the city for the four years of its existence has been \$700, expended during its first year; the income derived in the same time has been \$1,750, a clear gain of \$1,050. But this pecuniary profit is of small account compared with the increased worth and usefulness of the thirty-four graduates who are at work in our schools.

HIGH SCHOOL.

This year closes the connection of Prof. J. E. Bradley with this school, he having accepted the superintendency of the schools of the flourishing and progressive city of Minneapolis, Minn. Charged eighteen years ago with the organization of a high school, in the

face of a powerful and determined opposition, Prof. Bradley brought to the task high qualities that soon left no doubt of the success of the undertaking. In a few years the school, largely through his admirable management, won its way to public favor and compelled respect and even admiration from its bitterest opponents. The high comparative rank that this school holds among its fellows, and the positions held by its graduates in higher institutions of learning, and in the various walks of life, speak eloquently of Prof. Bradley's educational and executive ability. He will carry the same qualities to his new field of labor, and what we lose, another community will gain.

INDUSTRIAL EDUCATION.

During the past year the literature of education has been enriched by many able arguments for and against industrial education as a branch of public school work. In many places, notably in St. Louis, Chicago, Toledo and Philadelphia, the agitation has passed from the stage of discussion to that of experiment, or, as claimed by some, to that of achievement. I had hoped to visit some of the above-named places and by personal investigation confirm or dispel a growing conviction that manual training is soon to become an integral part of every public school system. In this I was disappointed, other pressing duties detaining me from month to month until the year closed. Should circumstances favor, and the board approve, I mean to inspect the operation of the manual training departments of several cities during the coming year. In the meanwhile, I have sought what information I could gain from reading all the discussions I could find in print. A careful study of these has deepened my belief that some of the unsatisfactory outcomes of our present system would be ameliorated if not eradicated by the introduction of instruction in the use of tools. Time will not permit more than a passing glance at this topic, and I do not feel justified in making any definite recommendation until I have visited some place where the theory has been subjected to the test of use.

I am satisfied that were an opportunity for manual training offered in connection with our High School, we should not be chagrined year after year, by the rapid diminution of attendance among the boys. The additional incentive which would thus be offered would, I believe, induce a very much larger number to remain through the entire course.

In this connection, I quote below a passage from the excellent address of President O. E. Wilson to the graduating class of the High School at the last commencement. Mr. Wilson has given much time to the study of this question during his two years in the Board, and his views are entitled to serious consideration as those of an earnest, thoughtful, devoted friend of education:

"If I read the signs of the times aright, I am confident that it will soon be necessary for the school board of Albany to take de-

cided action relative to the question of introducing a course of industrial education, parallel to the customary studies, as a part of our public school system. Manual training, instead of a mere accessory, is now becoming recognized as an indispensable department of education.

"Industrial education, as I understand it, is: The teaching of our boys and girls to use their hands thoughtfully. It is a fact well proven, that body and mind act and react upon each other, and that the application of the hand and the eye to systematic and artistic pursuits exerts a powerful influence upon the mind of the worker. In some of the large cities of our land, notably St. Louis, Philadelphia and Baltimore, a combined school course of mental and manual instructions has been instituted, with results that are at once successful, economical, helpful and practical. Permit me here to emphasize this thought by quoting the advantages claimed for the combination by one of its strongest supporters;

"1. Larger classes of boys in the Grammar and High Schools.

"2. Better intellectual development.

"3. A more wholesome moral education.

"4. Sounder judgment of men and things.

"5. Better choice of occupations.

"6. A higher degree of material success, individual and social.

"7. The elevation of many of the occupations from the realm of brute, unintelligent labor, to one requiring and rewarding cultivation and skill.

"8. The solution of labor problems.'

"Our school statistics show that of 96 boys who entered the High School, only 24 remain to graduate to-day; while of 161 girls, but 55 remain. I fully believe that if our public schools' course included a careful system of manual training, the percentage of loss would be greatly reduced, and that a decrease in the membership of our High School would be the exception rather than the rule."

MANIFEST PROGRESS.

The year just closed has been one of manifest progress along educational lines, and was marked by one event of especial interest, the celebration of Albany's Bi-Centenary. The schools took a leading part in this celebration, and its historical lessons were impressed upon the children so as to incite in them civic pride and public spirit.

Respectfully,

CHAS. W. COLE,

Superintendent.

ALBANY, *November 30, 1886.*

AUBURN.

Hon. A. S. DRAPER,

Superintendent of Public Instruction:

SIR. — In compliance with your request, I have the honor to submit the following report of the condition of the public schools of the city of Auburn, for the school year ending July 2, 1886:

| | |
|---|--------------|
| Total school population..... | 6, 886 |
| Total number of pupils registered..... | 3, 751 |
| Average number belonging... .. | 2, 950 |
| Average attendance... .. | 2, 916 |
| Per cent of daily attendance..... | 95.50 |
| Number of days absence..... | 26, 556 |
| Number of pupils not absent the entire year..... | 410 |
| Estimated enrollment in parochial schools..... | 1, 200 |
| Number of teachers employed, exclusive of specials... | 85 |
| Number of special teachers (music, drawing and pen manship) | 2 |
| Average number of pupils to each teacher, based on average attendance..... | 34 31 |
| Total expenses for the schools..... | \$67, 780 57 |
| Total average cost per pupil..... | \$22 79 |
| Average cost per pupil for tuition..... | \$13 29 |
| Total number of days attendance, State basis..... | 578, 439 |
| The estimated population of the city is..... | 26, 000 |

In determining the "average number belonging," every pupil, once registered, is kept upon the roll for three days after leaving school *in all cases*, except when transferred from one sub-district to another.

Tardiness is not recognized; the practice being to exclude tardy pupils from class exercises, and in all cases to charge each tardy pupil with a half-day's absence. This has been our practice for the past ten years, and works to the entire satisfaction of our public. Its effect has been to secure regularity of attendance far beyond any thing we could secure under the old system.

Respectfully submitted,

B. B. SNOW,

Superintendent.

AUBURN, December 3, 1886.

BINGHAMTON.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR. — Agreeably to your request, I inclose the following brief statement, “concerning the general condition of the schools under my charge.”

The total receipts and disbursements for the year ending July 31, 1886, are as follows :

RECEIPTS.

| | |
|---|---------------------|
| Balance in treasury August 1, 1885..... | \$6, 758 80 |
| Amount raised by city tax June, 1885 | 37, 000 00 |
| Amount received from State..... | 11, 298 94 |
| Amount received from non-resident pupils..... | 1, 321 83 |
| Amount received from other sources..... | 49 62 |
| Total | <u>\$56, 429 19</u> |

EXPENDITURES.

| | |
|--|---------------------|
| Amount expended from building fund..... | \$3, 103 56 |
| Amount expended from teachers' fund..... | 37, 731 40 |
| Amount expended from library fund..... | 1, 072 40 |
| Amount expended from general fund..... | 8, 202 16 |
| Total | <u>\$50, 109 52</u> |
| Balance in treasury July 31, 1886..... | <u>6, 319 67</u> |

REGISTRY AND ATTENDANCE.

The whole number of pupils registered during the year was 3,799 being an increase of 74 over the former year. The average daily attendance was 2,982, showing an increase over the former year of 227.

As shown by the last census, the whole number of children between the ages of 5 and 21 years was 5,964. Of this number, 545 were reported as having attended some private school *some portion* of the school year, leaving 1,620 children of legal school age that were not in attendance in any school during the year.

TRUANT CHILDREN.

Of this seemingly large number a very large percentage as shown by the census books are over 14 years of age. Yet there are many children upon the streets and employed in the various work-shops and business places of the city that *should* be in school. Many of these are children over whom the parents have no control, and who are

allowed to drift into the school of crime, and in due time come forth as full-fledged criminals ready for the reform school or penitentiary. In this connection I will state that in my annual report to the board of education, I made the following recommendation: "That at as early a day as practicable, a school shall be established at some central locality that shall be arranged with special reference to the class of children above alluded to, and that the principal of such school shall be empowered to summon to his aid a truant officer, and in matters of discipline shall be allowed such special privileges as the necessities of the case shall seem to demand."

Owing to a lack of sufficient school accommodations no action has yet been taken upon my report, but such a school seems to meet with general favor, and I trust soon to see it established, when an effort will be made to bring in many children that for want of proper parental authority are now growing up in ignorance.

TEACHERS.

The number of teachers duly employed and teaching at the same time was 77. Of this number, 6 were licensed by certificate of the State Superintendent, 9 hold Normal school diplomas, and the remaining number were licensed by local authorities. Our methods of appointing teachers are very similar to the methods employed in other cities, and I may be allowed to add, are many times *not* for the best interests of the schools, for the fact so well known to educators, that "in no other profession or business is so little regard paid to the difference between skilled and unskilled labor as in the schools," is not so apparent to the average board of education, which fails to recognize the fact "that in this work of instruction there is not the advancement that there is in any other work."

EXAMINATIONS AND PROMOTIONS.

The whole number belonging in classes for promotion at the close of the year was 2,617, of which 2,420 were advanced to the next grade, and 197 failed of promotion.

SCHOOL BUILDINGS.

The crowded condition of the schools on the west side of the city and the steady growth in the school population necessitated additional school accommodations in that locality, and the common council granted to the board of education \$10,000 to erect an addition to the ward school building in that part of the city, which is now in process of erection, and it is expected will be ready for occupancy January 1, 1887. The addition is built of brick and will accommodate when completed about 400 pupils, and is to be warmed and ventilated by the "Ruttan System" throughout, thus affording, as we hope and believe, *pure air* and sufficient warmth for the com-

fort and health of the pupils. The rooms throughout are well lighted, will be seated with single desks and furnished with the usual modern appliances for the convenience of the occupants. The general sanitary condition of our schools has been unusually good during the past year, and but very little sickness has existed at any time.

CONCLUSION.

I have thus briefly alluded to the "conditions" of our schools, and were I to make "any suggestions of a practical nature as to ways and means for promoting the interests of education in the State," it would be to express the hope that the time may speedily come when the public schools of our State and Nation will be called upon to serve *only* the purposes for which they are organized and maintained untrammelled, uninfluenced and unaffected by those who would use and degrade them for the accomplishment of their own selfish ends and purposes. Then the public schools would justly be regarded the *pride* as well as the hope of the Nation.

Very respectfully submitted,

M. W. SCOTT,
Superintendent.

BINGHAMTON, *November 24, 1886.*

BROOKLYN.

Hon. A. S. DRAPER,

Superintendent of Public Instruction:

SIR.—The numerical progress of the schools under my supervision, since my report made to your predecessor in 1883, will appear from the following:

| | 1883. | 1886. |
|--|-------------|-------------|
| Number of schools..... | 58 | 71 |
| Teachers employed 28 weeks or more.... | 1, 358 | 1, 560 |
| Children attending school..... | 94, 456 | 98, 115 |
| Average daily attendance..... | 57, 487 | 63, 943 |
| Expended for school-houses, sites, repairs, furniture, etc..... | \$290, 041 | \$366, 880 |
| Expended for all other purposes..... | 1, 060, 378 | 1, 242, 872 |

The above figures indicate little more than the natural growth of our city in population, and the legitimate effort to meet the requirements of that growth by a corresponding increase in school accommodations.

The questions that naturally suggest themselves as tests of real progress in educational work are not answered by any statement of merely numerical growth.

Such questions would go below all surface indications, and would call for answer concerning the character of new school buildings and their appointments, and would seek to know in what respect they were an improvement upon the models of an earlier day.

The inquiry would bring in review the measures employed to economize the time and the strength of pupils, whereby their progress in knowledge may be accelerated, without increasing the strain upon their mental powers, of which complaint is sometimes made.

It would be within the purview of such an inquiry to demand what had been done for the promotion of education, beyond the rudiments of learning, and in the domain of that higher and broader culture, which, under a free government and institutions, it is as essential that all who can and will, should attain, as it is that all should learn to read and write.

Such questioning will not fail to elicit the measures employed to secure a corps of instructors, whose scholarship, whether limited or advanced, shall be *thorough* within the range prescribed, fully up to the demands made upon it by the work assigned; instructors earnest and faithful through the inspiration of duty and of love, fitted for their work by some measure of special training, and intelligence concerning it through study of the principles of education and of the methods of teaching.

In all of the directions above indicated, I believe that substantial progress has been made in the schools of Brooklyn since my last report.

PRIMARY SCHOOLS.

The policy of the Board of Education, entered upon some four years ago, of confining the new buildings erected, to the use of primary grades until these should be adequately provided for, has been strictly observed and is still operative. It will be enforced until ample accommodation for the lower grades of pupils is provided, or until the present grammar schools are found inadequate to the demand made upon them.

CENTRAL (HIGH) SCHOOL.

The recent completion of a building for the use of this school cannot be regarded as a departure from the policy above mentioned. The need of such provision was urged upon the attention of our board of education in my earliest reports to that body. It was a necessity forced upon us by the urgent demand for something like adequate accommodation for the pupils desiring advanced instruction. No separate provision was made for such pupils by the Board of Education, until 1878. Then, temporary and inadequate quarters were leased, in which to inaugurate what was, by many at the time,

deemed an experiment of doubtful utility. The result has demonstrated the wisdom of the action then taken. During the eight years ending with 1885, 3,544 pupils had been admitted to the school. During the last of the above years, 659 pupils were admitted, and the best that could be done was done to provide for them in quarters which would not reasonably accommodate more than 500. With the prospect in view of a larger graduation from the grammar schools in future years to add to the numbers seeking admission to the Central School, and with the absolute certainty of being compelled to refuse admission to many for want of standing room even, for all, there was no escape from the embarrassments of the situation, except in the erection of a building to meet these increasing demands. This has now been accomplished, but during the period of the erection of the building, the demands of pupils seeking admission so far exceeded the estimates that had been made, and the plan of the building which had been entered upon, that upon its completion it was found to be impracticable to transfer all of the pupils to it. Accordingly, only the girl students have been received at the new building, the old quarters being retained for the use of the boys, until other, better, and permanent arrangements can be made for them.

In connection with this change, the course of study in the Central School has been extended to cover a longer period, and to embrace new subjects of advanced study, measurably in keeping with its presumed character and purpose. This also is in pursuance of recommendations made by me in former reports.

IMPROVEMENT IN SCHOOL BUILDINGS.

In nothing is progress in our schools more visible and marked than in the improvements which have been made in the buildings erected within the last few years. Such attention as was practicable, in connection with strict economy, has been given to their external appearance. But the thought and effort of the Superintendent of Buildings, have been expended chiefly upon their internal arrangement and furnishing. How, within a given area and arbitrary outline to which he must conform, to get the largest seating capacity, compatible with ample and properly arranged light, and with the needed appliances for adequate heating and ventilation, without exposure to draughts and sudden changes of temperature, have been the problems to which he has addressed himself with marked and gratifying success.

RULES RECENTLY ADOPTED.

The following "Rules," recently adopted, are in accord with recommendations which I have made to the board of education, and will serve the purpose of indicating what we are doing in respect to ample and improved accommodations for our pupils, better than pages of detailed description and comment:

1. *Resolved*, That after the passage of this resolution, no school-room in any new building shall be so seated that it does not allow *at least* 12 square feet of floor space and 200 cubic feet of air space for each primary pupil, 14 square feet and 225 cubic feet for each grammar grade pupil below the third grade, and 18 square feet and 250 cubic feet for each grammar grade pupil above the fourth grade.

2. *Resolved*, That after the passage of this resolution, no new school building shall be erected that does not provide out-go and in-come air-flues of sufficient size, and so planned as to insure a change of the whole air of each school-room in said building from 3 to 6 times per hour.

3. *Resolved*, That no room in any school building to be erected shall be seated with other than single desks and seats, and no principal shall, under any circumstances, permit such desk and seat to be occupied by more than one pupil at the same time.

4. *Resolved*, That after the passage of this resolution, the maximum number of sittings placed in a primary class-room, in any school building to be erected, shall be 56; in grammar class-rooms below the third grade, 48; and in grammar class-rooms above the fourth grade, 40.

5. *Resolved*, That no room in any school building to be erected shall be seated with desks facing the windows.

QUALIFICATIONS OF TEACHERS.

Among the earliest of my recommendations to our Board of Education was the adoption of measures for improving the standard of qualifications for teaching in our schools. These measures, so far as consummated at the time, were quite fully set forth in my previous report to your Department, and they have been faithfully enforced, with favorable results in the direction of elevating the standard of scholarship and the professional character of the teachers seeking admission to our schools. Those measures have since been supplemented by the organization of a training school for teachers upon a plan recommended by me to the board.

To this school only those are admitted who hold a Brooklyn certificate, which is evidence of the requisite *scholarship* for appointment to any grade in our schools.

The course of training in this school is strictly practical and professional. Though in operation now for less than two years, its influence for good is already apparent, and we confidently look forward for better results in the future, as the ranks of our teachers are more largely recruited from the trained and skilled graduates of this school.

COURSE OF STUDY.

In a system of public instruction for a large, dense, and growing population, a rational and practical course of study is a desideratum. It must be adapted to the average intellect and ability of a promiscuous mass of pupils. It must be so devised as not to strain the powers of the weaker pupils, and at the same time it must not be upon a plane so low as not to demand faithful and studious application on the part of the stronger. It must recognize and must meet the varying conditions which surround the home life of pupils drawn from a large and heterogeneous population. It is not an easy thing to prepare a course of study that shall fully meet and answer these varied and conflicting requirements. The subject has engaged the earnest attention and thoughtful solicitude of the committees on studies of our board during the last four years, and these have been

supplemented by my own study and thought, and that of my associates, during such intervals as we could find in the midst of routine duties which can never be put aside. It is my hope, early in the next year, to present the results of all this labor and thought, in the form of a new and revised course of study that will justify the time and labor expended upon its preparation and will constitute both a reason and an excuse for the delay attending it.

SCHOOL AGE OF PUPILS.

I would like to renew the suggestions made by me in my report to your predecessor in the following words: "The legal school age, from 5 to 21, is of little or no value as a standard by which to measure the range or quality of school work, which in all schools must, with rare exceptions, be wholly completed long before the maximum age is reached. And here I would suggest whether some amendment might not be made to the school law, which, without debarring any from the privileges of school, would still recognize, and make as the basis of its estimates, the ages of 5 and 16, which are the practical limits of the educational period. For all practical purposes, or for statistics of educational work, the pupils between the ages of 5 and 16 are all that we need care to know about. All beyond the latter age should be treated as exceptional — well enough to make a note of in passing, but not in any manner illustrating, or significant, of the conditions of education in any community. Thus, we report for Brooklyn, an estimated population between the ages of 5 and 21, of 210,000 — all of school age. We report the whole number between those ages attending school, as 94,456, and an average attendance of 57,487. Why incumber the record with the numbers beyond a practical school age, not one in a hundred of whom has any connection with or interest in our schools? Why put the city in a position requiring it to report a population of legal school age, less than half of whom attend school, and where the average attendance is only about 25 per cent? Let the schools be free, as now, to the few who may desire to attend them after the age at which the great majority of pupils sever their connection with school; but let some practical scheme be devised, whereby the ratio of those attending, to those who presumptively ought to attend, will have some significance and force."

Adverse criticism, not the less harmful because its basis is ignorance, has been elicited concerning our schools, predicated upon the seeming failure of our educational system to reach more than about one-half of the children of legal school age, that being about the ratio of the number who attended at all to the whole number between 5 and 21 years of age. The fact that the fifty per cent who do not attend the public schools at all is chiefly composed of those who attend private or parochial schools added to those who have completed their course in school and have gone forth into the world, is lost sight of by those who seek to discredit the efficiency

of our educational system, and by those who are not informed of the facts, which, if known, would deprive such criticism of its significance.

It would seem to be a very simple matter, by a few lines of legislation, to which there could be no objection, to remove from our school system the absurdity which now appears upon its face—of a school population only half of whom are expected to attend school. Is not the suggestion worthy of your consideration in connection with the recommendations which you may deem it expedient to submit to the Legislature?

At a future time I hope to have the leisure, which it has been impossible for me at present to command, to present more in detail the evidences of advancement in our Brooklyn schools.

Respectfully submitted,

CALVIN PATTERSON,
Superintendent.

BROOKLYN, *December 15, 1886.*

BUFFALO.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—In compliance with your request, I respectfully submit for your consideration the following brief exhibit of affairs, relating to work done and of the condition of the public schools under my supervision during the school year ending September 1, 1886.

Our school year, which is divided into two terms of 20 weeks each, comprises the period from September 1 of each calendar year, to September 1 of the next. In April of each year the common council fixes the estimates for the maintenance of the municipal departments; hence, it will be seen that the finances of the school department are not balanced at the end of each school year, but a balance extends over into the next.

The following statement will show the resources and disbursements for the year :

Resources.

| | |
|--|---------------------|
| Balance on hand September 1, 1885 | \$229,552 61 |
| Apportioned by the State for teachers' wages and library | 81,963 23 |
| Amount of local tax, per council's estimate..... | 440,238 57 |
| Total | <u>\$751,754 41</u> |

Disbursements.

| | |
|--|--------------|
| For teachers' wages, day schools | \$349,943 45 |
| For teachers' wages, evening schools..... | 8,224 00 |
| For library books..... | 1,526 05 |
| For school apparatus | 665 51 |
| For school-house sites | 14,216 00 |
| For new buildings..... | 93,876 00 |
| For rent of buildings..... | 3,569 00 |
| For repairs and insurance..... | 17,215 00 |
| For walks, outbuildings and improving sites | 947 35 |
| For school furniture | 4,778 96 |
| For fuel..... | 14,076 14 |
| For janitors' wages | 19,385 86 |
| For supplies for schools..... | 4,253 06 |
| For salaries, superintendent of education, clerks and compulsory officers..... | 6,144 00 |
| Total | \$538,820 38 |
| Balance on hand September 1, 1886..... | 212,934 03 |
| Total | \$751,754 41 |

TEACHING CORPS.

There were employed for 28 weeks, or more, during the year 565 duly licensed teachers, of whom 25 were special teachers, having charge of the German, music and penmanship, being an increase of 20 over the entire corps for the preceding year.

SCHOOL POPULATION.

There were registered in the schools during the year 28,372 pupils, an increase over the previous year of 1,311.

The average attendance was 18,040, an increase of 891.

To show the remarkable growth of the five higher grades during the past five years, I append the following table from my last report :

TABLE E.

Showing the number of pupils registered in the five higher grades, during each of the five years, since 1880.

| GRADES. | 1881. | 1882. | 1883. | 1884. | 1885. | Increase since 1881. |
|-------------|-------|-------|-------|-------|-------|----------------------|
| First..... | 263 | 267 | 332 | 362 | 431 | 168 |
| Second..... | 334 | 362 | 456 | 515 | 580 | 246 |
| Third..... | 492 | 538 | 670 | 846 | 836 | 344 |
| Fourth..... | 733 | 825 | 1,035 | 1,143 | 1,480 | 747 |
| Fifth | 1,101 | 1,171 | 1,427 | 1,687 | 1,942 | 841 |
| Totals..... | 2,923 | 3,163 | 3,920 | 4,553 | 5,269 | 2,346 |

In addition to the pupils attending the public schools, there are, as near as can be well ascertained, about 12,000 children in attendance at private and parochial schools.

The last census, made by the police department in 1884, places the population of the city at about 229,000, and, taking this as a basis, it is estimated that there is a population of school age of from 60,000 to 70,000.

SCHOOL BUILDINGS.

There are 65 buildings occupied for educational purposes, of which 48 are owned by the city, 12 are rented by the department; a portion of the Normal school building is occupied by the city, wherein 6 teachers are regularly employed, and teachers are paid by the city also to instruct the orphans domiciled at three asylums.

Forty-three of the school-houses are constructed of brick and 5 of wood. During the year 2 fine and commodious buildings, besides a large addition to the high school, were constructed with capacity for 1,400 pupils. Much attention has recently been given to improvement in the construction and arrangement of school-houses to provide for good ventilation, proper light and heat. Most of the old buildings were arranged, seemingly, without any regard for either of these vital conditions. Touching the subject of ventilation, allow me to repeat what I said in my last annual report to the common council, viz.: The older buildings are particularly bad from a hygienic stand-point, while all the rented buildings which the department has been compelled to occupy, to use mild terms, are noxious to the degree of being disease-breeding dens. They are in every instance unfit for the purposes to which they are put, and menacing to the health of those obliged to occupy them. In the newly erected buildings provisions have been made for furnishing pure air in the rooms, and in one or two of the old buildings a good system has been introduced. In nearly all of the old style buildings the attempt to ventilate the rooms, where made at all, is either a sad failure or a ridiculous mockery. The department ought to be provided with school-houses possessing good hygienic conditions for its servants and wards.

The people expect that their children shall not be exposed to dangers of foul air or sewer gases, but their expectations cannot be realized while defective arrangements or obsolete appliances, or none at all, are tolerated in our school buildings. Good air is as necessary to the bodies of growing children as good teaching to their minds, yet the superintendent regrets to say that the provisions for the former are far short of what they should be.

The total valuation of school lots is \$305,185, and of buildings \$768,750.

HIGH SCHOOL.

The Buffalo High School was formerly known as the "Central School," but by a vote of the common council, upon my recommend-

ation last year, the name was changed to "High School," as there was nothing in the name "Central" descriptive of its grade, or to properly designate its character abroad and to strangers visiting our city. This seemed quite an appropriate time to change the name, as an entire change in the size, arrangement and general appearance of the building was contemplated by building additional accommodations of nearly twice its capacity. This enlargement was demanded since there has been, during the past five years, an increased attendance from 311 in 1881 to 452 in 1886. The school had for a long time been very seriously cramped for want of room, but now we have a fine, commodious building, with 4 study-rooms with seating capacity for 600 pupils; 20 recitation-rooms, a new library-room, a well-lighted laboratory, and a large assembly-room where 700 people can be comfortably seated. The cost of the improvements was about \$52,000.

With its increased accommodations the Buffalo High School will now be able to more than maintain its equal rank in the past with like institutions of the State.

TABLE F.

Showing the Number of Pupils Admitted to and Graduated from the High School, for each of the Five Years, since 1880.

| Admitted. | 1881. | 1882. | 1883. | 1884. | 1885. | Total. |
|-------------|-------|-------|-------|-------|-------|--------|
| Boys | 46 | 63 | 63 | 78 | 58 | 308 |
| Girls | 61 | 100 | 87 | 117 | 113 | 478 |
| Total..... | 107 | 163 | 150 | 195 | 171 | 786 |

| Graduated. | 1881. | 1882. | 1883. | 1884. | 1885. | Total. |
|-------------|-------|-------|-------|-------|-------|--------|
| Boys | 16 | 16 | 13 | 20 | 12 | 77 |
| Girls | 27 | 23 | 31 | 22 | 27 | 130 |
| Total..... | 43 | 39 | 44 | 42 | 39 | 207 |

The number graduated in 1886 was 59.

EVENING SCHOOLS.

In November evening schools were opened in 10 districts, wherein the population is composed principally of the laboring classes, for the admission of both sexes, who, being employed at manual labor during the day, are debarred from the privileges offered by the day schools. In these schools were taught reading, writing, spelling,

arithmetic and book-keeping. There were registered during the first half of the term 2,545 pupils, whose ages ranged from 12 to 55 or 60 years.

In some instances father and son were found seeking admission, and to those interested in the work of education, it was a pleasing sight to witness the intense earnestness with which the older ones, especially, devoted themselves to the work of finding out some of the simpler things belonging to a very primary school education. Some of the younger class of pupils, of course, occasionally needed "persuasive measures" to keep them in line and apace with the naturally studious and diligent ones.

GERMAN.

The German language has been taught in 18 of the district schools and in the High School.

Twenty-one teachers have been employed in giving instruction in this subject. The number of pupils taking German has increased, as the annexed table shows, during the last five years, very materially.

By reference to the table it will be seen that the number registered in 1882 was 1,991; in 1884-5, 3,116, an increase of 1,125, or 56 per cent.

The registration for 1885-6 reaches nearly 4,000.

Of the number studying this subject 80 per cent are of German nationality, and 20 per cent of others.

COMPARATIVE TABLE.

| YEARS. | Number of Schools having German classes. | Number of Special German Teachers. | Registration. | Increase in Registration. |
|-----------------|--|--|---------------|------------------------------|
| 1870..... | 10 | 6 | 537 | ..... |
| 1871..... | 12 | 7 | 623 | 86 |
| 1872..... | 14 | 8 | 872 | 249 |
| 1873-74-75..... | No reports | could be | found. | |
| 1876..... | 16 | 14 | 1698 | ..... |
| 1877..... | 16 | 14 | 1787 | 89 |
| 1878..... | 16 | 14 | 2010 | 223 |
| 1879..... | 17 | 15 | 1993 | 17 dec. |
| 1880 | 17 | 15 | 1782 | 211 dec. |
| 1881..... | 17 | 15 | 1814 | 32 |
| 1882..... | 17 | 17 | 1991 | 177 |
| 1883-84..... | 18 | 18 | 2752 | 761 |
| 1884-85..... | 19 | 21 | 3116 | 364 |

SCHOOL DISTRICT LIBRARIES.

The school district libraries continue to improve under the expenditure of the annual sum appropriated by the State, amounting

in round figures to a little over \$1,500. This amount is distributed to the several districts proportionately to the registration. The principals of the schools act as librarians, selecting the new books each year to be purchased, submitting the lists to the superintendent for approval. Care is taken that only standard literature shall find place in the libraries. The principals also report the number of books requiring new binding and repairs, so that upon the whole they are kept in good condition.

Thus it will be seen that each school has its own library, from which pupils are permitted to draw books weekly. The total number of volumes in all the districts is 23,646, and the estimated value of the same, \$21,340.

TRUANCY.

Truancy is an evil which the department has fought with all the means at its command, and frequently not without unpleasant rebuffs at the hands of people who are unable to comprehend the scope of the Compulsory Education Law.

That law, designed to compel all citizens to become educated in an elementary degree, at any rate, so that society in a free state may be protected against the dangers of ignorance, is wise in the highest degree, and it is the duty of every citizen to do all that lies in his power to enforce it, for ignorance is the parent of vice.

The Compulsory Educational Examiners daily meet cases calling for treatment which present a serious problem for solution. Children of both sexes are frequently met with whose parents are either indifferent about their children attending school, or are unable to keep them in school, and in some instances a warning from the truant officers is sufficient to make the truant change his ways, but there are incorrigible cases which require sharp treatment. Becoming truants leads them into the practice of falsehood and deceit, two grievous sins. Either our truant law is faulty or the provisions for carrying it out. It is wrong to send boys or girls to a reformatory simply for truancy, as the law provides, and submit them to the contaminating influences of mixing with criminals. It is my opinion that every city should have a home or truant school where such cases, as the truant officers, aided by parents, fail to keep at school, should be sent and confined, if necessary, until by good conduct they give evidence of reform, and a willingness to attend school in their respective districts. A department of manual training should be connected with this home where the inmates could be employed a portion of the time in learning how to handle tools, to cultivate the hand and eye, and teach them some of the elementary principles of the industrial arts.

A move is now on foot in this city to establish such a school, and a bill is framed to be introduced into the Legislature during the next session for the enactment of such a law.

THE QUESTION OF RECESS.

A long and bitter controversy has been waging in many sections of the country over the wisdom or unwisdom of having mid-session recesses for pupils. As far as my observation extends, I am inclined to believe that all the opposition to the no recess plan has arisen from theoretical rather than practical educators. My experience of nearly a quarter of a century as a teacher has led me to favor the abolition of the recess, and a shortening of the school session. I have seen that during the recess time most of the mischief of school life finds vent.

What quarrelsome notions there are among children usually culminate in the recess period. Besides, time is lost, clothing injured, school property impaired, accidents precipitated, sickness often superinduced by exposure to extremes of heat and cold, and through excitement of violent exercise, school work seriously disturbed, and, in a moral aspect also, there is some objection to throwing a large number of children, old and young, out together.

A trial of the continuous sessions during the past two years has been attended with very satisfactory results. All pupils are allowed individual recesses for necessary purposes, at any hour of the day, and as often as required. Besides, pupils practice a series of marching and calisthenics, each session, for about five minutes, at which time, when the weather will permit, the windows are opened to admit fresh air. I am a strong advocate of the individual recess plan.

GROWTH.

The rapid growth of population during the past five years, and the limited school accommodations at the beginning of that period has been characterized by activity in providing more and better school buildings. Ten new buildings have been built, and additional room constructed to others, furnishing capacity for 7,500 pupils at an expense of nearly half a million of dollars, and still we are using rented buildings. Three were completed last year, and two others were under construction.

Public attention has been awakened to the vital importance of having better buildings than in former years, and Buffalo can now boast of having some excellent school buildings, two or three of which are "models" in every particular.

Respectfully yours,

J. F. CROOKER,

Superintendent.

BUFFALO, *December 30, 1886.*

COHOES.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—On the 27th day of April last, by an act of the Legislature, section 2 of chapter 316 of the Laws of 1874, by which the common council of the city of Cohoes was required to raise annually by tax such sum as might be required by the board of education for the use of the common schools of the city, not exceeding one-quarter of one per cent on the assessed valuation of the taxable property in the city, was repealed. After this repeal the total amount of moneys left for the use of the schools is only 25 per cent of the taxes raised for ordinary purposes beside the amount received from the State for the payment of teachers' wages. Deprived of the means of raising money for the support of the schools to the extent that former boards of education of the city have had annually since 1874, the present board, at the close of the school year ending with June last, reduced their expenses in all ways consistent with their maintenance. They dispensed with services of the teacher of vocal music, also with the services of a superintendent. Hence this report is made by me.

PERSONAL RESPONSIBILITY.

A part of section 20 of title 10 of the laws regulating the board of education of the city of Cohoes is as follows: "Said board of education in all their expenditures and contracts shall have reference to the amount of moneys which shall be subject to their order for any specific object during the then current year and shall not exceed the amount so provided. In case any debt shall be incurred or contract made by said board of education or any member thereof which shall require the expenditure of a greater sum than shall have been provided or appropriated for the use of the public schools, the city shall not be liable for the same, but the members of the board of education voting therefor, or either of them, shall be personally liable therefor to the party entitled to payment." The present board of education, on assuming office, found the funds subject to their control for the support of the school nearly exhausted, and a large amount of indebtedness incurred by their predecessors, unpaid.

INADEQUATE APPROPRIATIONS.

In May last all the funds, with the exception of that for the library, were overdrawn to the amount of \$3,273.60. From that time until the general city tax was collected in August last, no payments could be or were made by the board. There was levied by general tax in August last and credited to the board of education the sum of \$21,931.21, of which \$19,957.50 has been collected and ap-

portioned to the several school funds. There has been expended in payment of indebtedness of the former board and in the ordinary current expenses, the sum of \$15,884.11. The balances to the credit of the board amount in all at the date of this report, December 13, 1886, to only \$4,073.39. This is all that we have to maintain 41 schools with an attendance of 2,300 pupils, taught by 48 teachers, until the close of the school year in June next, with the exception of such moneys as may be received from the State for the payment of teachers' wages, which last year amounted to \$10,017.86, and may not be exceeded by any considerable sum this year. The ordinary expenses of the board with a less number of schools and pupils for a corresponding period, viz.: from January 1 to July 1, last year, amounted to \$18,552.22. The entire amount of moneys to the credit of the board of education are not sufficient to pay the expenses of the present month of December, and the indebtedness already incurred.

SCHOOLS MUST BE CLOSED.

In view of the law which prohibits the board of education from contracting any debt beyond the amount subject to their order, I see no other way than to close the schools until such legislation can be had as will warrant their continuance.

The average daily attendance of pupils since the opening of the schools in September last has been about 200 more than for the corresponding period a year ago. The most of the teachers are thoroughly competent, and faithfully and successfully discharge their duties.

In closing, I beg leave to say that I do not believe that the schools can be sustained under the provisions of the law which allows for their entire support but 25 per cent of the tax collected for general or ordinary purposes of the city. A similar law to the one repealed in April last should be re-enacted.

Respectfully submitted,
MURRAY HUBBARD,
President Board of Education.

COHOES, *December* 13, 1886.

DUNKIRK.

Hon. A. S. DRAPER,

Superintendent of Public Instruction:

SIR.—In compliance with your request, I have the honor to present the following brief report of the public schools of Dunkirk for the year ending August 20, 1886:

EXPENDITURES.

| | |
|---------------------------------|--------------------|
| Salaries of teachers | \$14,998 84 |
| Salary of superintendent | 1,400 00 |
| Salaries of janitors | 2,218 00 |
| Fuel..... | 1,490 21 |
| Repairs | 1,670 33 |
| Supplies and miscellaneous..... | 3,902 77 |
| Total | <u>\$25,680 15</u> |

ATTENDANCE.

| | |
|------------------------------------|--------------|
| Total number pupils enrolled | 1,364 |
| Average daily attendance.. .. | <u>1,030</u> |

BUILDINGS.

No new school buildings have been erected during the year. A chemical laboratory, however, has been made in the academy of sufficient size and convenience for several students to perform experiments personally.

GRADES AND INSTRUCTION.

The entire school course includes thirteen years. The primary, intermediate and grammar departments occupy three years each; while four years are required in the academic department.

In the lower grades special effort is made to have all instruction as objective as possible.

Writing (on slates) is commenced in the first year, beginning almost at the outset, with script form of letters. In the second year pen, ink and copy-books are used.

Free hand drawing is begun in the fourth year and continued through six years or grades.

The first year geography, which is given to the second year pupils, is intended to explain such topics as *direction*, simple *forms of map drawing*, the *explanation* and *definition* of the *common divisions of land and water*, so that the pupil in the next year may intelligently study elementary geography as given in the text-book.

In reading, beginners use Appleton's charts for about twenty weeks and then take up the First Reader.

Language lessons begin in the fourth year and develop into technical grammar in the seventh year.

A course of oral instruction in physiology and hygiene is given to the third year pupils. This course, while avoiding difficult terms, strives to impress on the pupil the proper use of food, drink, air and exercise, and the injurious effects of the principal forms of intemperance.

The fifth and sixth year grades use Smith's "The Human Body and its Health." Afterward, in the academic department, a thorough course in physiology and hygiene is given.

Pupils are not admitted to the academic department until they have passed the Regents' preliminary examination. During the year 47 pupils were thus promoted. In the same time 6 Regents' diplomas and 8 intermediate certificates were granted to students of the academic department.

Very respectfully yours,
J. W. BABCOCK,
Superintendent.

DUNKIRK, *October* 15, 1886.

ELMIRA.

Hon. A. S. DRAPER,

Superintendent of Public Instruction:

SIR.—In addition to statistical and financial reports herewith furnished, I have to report, in brief, that during the past year our city schools have been well attended, and while no striking results have been attained, the work done will favorably compare with that of former years.

ATTENDANCE.

The whole number of children of school age who attended the schools some portion of the year was 392 less than recorded the year previous, while the average attendance was 104 greater; 199, or 12 per cent, of children between the ages of 8 and 14, and, therefore, subject to the compulsory school law, did not attend any school, public or private. Measures are now being considered which it is hoped will materially reduce this number.

It has been found necessary to make some further changes in our course of study, in the interest of thoroughness and efficiency. Truancy is still a serious matter with us, and its successful management an unsolved problem.

MORE ROOM WANTED.

Our greatest want at present is adequate school-room. During the last term of the year past some of our schools have been crowded beyond the point of advantageous work on teachers' part and the pupils' best interests. In the annual estimate of the board, appropriation was asked for a primary school building in district No. 3, but was disallowed by the common council. It has not been

possible to hire a building suitable for school purposes, and we enter on the present school year with prospect of increased difficulties in the accommodation of children entitled to the benefits of our public schools.

SANITARY.

The requirements of the statutes in regard to sanitary supervision and inspection, and the teaching of physiology and hygiene have been faithfully observed and with such cheerful compliance on the part of teachers and parents as to leave little to be desired.

Respectfully submitted,

G. V. R. MERRILL,

Superintendent.

ELMIRA, *September* 10, 1886.

HUDSON.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—In response to your circular-letter of the 2d inst., I most respectfully submit the following brief and special report of the condition and working of the public schools of the city of Hudson during the year ending August 20, 1886 :

No special or important change has been made the past year in the system and management of our schools. They are in excellent working order, and in full operation, moving along smoothly. By comparing our receipts and expenditures I find that they are about the same as the previous year. The arrangement of the course of study in the high school is such that pupils who do not desire to take the classical course can graduate by taking a general course.

TEACHERS.

Professor P. T. Marshall was elected principal of the high school at the commencement of the year, and has given general satisfaction and made many warm friends. Our teachers have made gratifying and excellent improvement, and the progress made by the pupils showed clearly that good work had been done, and in consequence, there was no change in teachers.

PHYSIOLOGY AND HYGIENE.

At the annual examination all classes were examined in accordance with the provision of the law, and exhibited satisfactory advancement.

NEW BUILDING.

We have in course of construction a new school building, the cost of which, including site, will be about \$27,000. It will be completed and appropriated at the commencement of the next school year. The structure is a two-story brick building, with high basement, and contains twelve rooms with a total seating capacity for 650 pupils. The general plan of the building includes the most approved appliances for heating and ventilation. The arrangement for light is admitted to be all that is desirable. Upon the whole, when fully completed, it will be not only an ornament to our city, but supply a much needed and long felt want.

Yours truly,

WILLIAM P. SNYDER,
Superintendent.

HUDSON, *December 7, 1886.*

LOCKPORT.

Hon. A. S. DRAPER,

Superintendent of Public Instruction.

SIR.—In response to your request for a written statement concerning the general condition of the schools of this city, it should at first be remarked, that, necessarily, this statement can cover only the current year to date.

SCHOOL BUILDINGS.

Lockport cares for its 2,171 pupils per November report in 6 school-houses.

At the opening of the school year it was found necessary to complete and furnish three new rooms (attic) in the Washburn street school-house, 180 sittings. The High street school-house has been fitted up by the American Steam Heating Company with steam heating and ventilating appliances which give satisfactory results; evenness of temperature desired and purity of air, with minimum of fuel and care.

The union school (erected in 1847, and properly the high school) is not adequate to present needs.

The Hawley street school-house, though erected in 1871, is insufficient for present demands upon it.

GRADES AND PROMOTIONS.

Some change in the grading may be mentioned. The promotions at the middle and at the end of the school year for some grades, and only at the close of the school year for other grades have been made

uniform; general promotions only at the end of the school year for all grades alike. Each grade represents a year's work in school; and the former division of a grade into sections (A. to be promoted regardless of results at examination; B. to be promoted or not according to results of examination; C. not to be promoted) has given place to general promotions upon examinations.

COURSE OF STUDY.

The course of study is undergoing review by the proper committee to render it, to the last degree, practically useful and consistent with a liberal notion of the object of schools. If also the age of admittance could be raised to seven or even six years, it would improve the pupils' condition for schooling.

GOOD WORK BY TEACHERS.

The 48 teachers are working with commendable energy, and seem guided by wise use of their knowledge of the science and art of teaching. Considering the fact that the Regents' examinations are ahead of all preparatory grades, and must be passed, there seems to be as little as could be expected of the "cram" process, or the "inquisition method" of instruction; the accumulation of facts for immediate (examination) use; the fostering of mechanical habits of thought.

TENURE OF OFFICE.

Several changes have occurred in the teaching force of the city, yet the "tenure of office" on the part of worthy teachers is quite secure.

The accomplished scholar, Professor Asher B. Evans, is now serving his twenty-first year as principal of the Lockport union school (our high school) and the records evince the excellence of the school under its efficient principal.

There are several teachers who have held positions in the schools for even longer periods.

LIBRARIES.

The Union School Library is a "circulating" one, open to the public two evenings per week and Saturday. It is largely patronized. The law is conscientiously followed by putting the "library money" into well chosen books.

Most of the schools, including some departments of the union school, have their own special libraries in their school-rooms. These are supplied by funds raised in various ways by the several schools. The books are judiciously selected for use by the pupil in connection with the usual school work.

Very truly yours,

CHARLES W. WASSON,
Superintendent.

LOCKPORT, *December 9, 1886.*

LONG ISLAND CITY.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR. —In compliance with your request, I submit the following brief report of the management, condition of our schools at present, and during the school year ending August 20, 1886 :

FINANCIAL.

| | |
|---|--------------------|
| Amount apportioned to the city by State Superintendent..... | \$9,470 61 |
| Amount raised by tax on property..... | 45,822 00 |
| Total | <u>\$55,292 61</u> |

PAYMENTS.

| | |
|---|--------------------|
| For teachers' wages..... | \$28,196 53 |
| janitors' wages | 3,075 00 |
| salary of superintendent and clerk..... | 1,500 00 |
| building and sites..... | 6,685 00 |
| hiring school-houses..... | 5,849 66 |
| repairing and insuring..... | 3,232 37 |
| book supplies..... | 1,939 76 |
| furniture | 1,097 80 |
| fuel..... | 1,599 93 |
| incidentals..... | 572 28 |
| Balance of yearly apportionment..... | 1,544 28 |
| Total..... | <u>\$55,292 61</u> |

The expenditure for school purposes during the past school year was \$53,748.33, which is an increase of \$10,285.62 over the expense of the preceding year. Since the 1st of January, 1886, the expenses of the department have been greatly increased, and less economy has been practiced than at any time during the eleven years that I have been connected with the schools. Salaries of some of the teachers have been raised regardless of the results of their work. This has had a tendency to lessen the ambition of other teachers who have been producing excellent results. The amount expended for school supplies has, also, greatly increased without any corresponding increase in results. At the close of the last school term the board advertised for proposals to furnish books and stationery for the schools, but after receiving the proposals, took no further action in the matter. Extensive repairs have been made and the bills paid, apparently, without

any careful supervision or examination of the work. In accordance with our charter law the school moneys are apportioned to the several wards in proportion to the average attendance in the ward schools during the preceding year. In several of the wards, the expenses incurred are considerably in excess of the amounts so apportioned.

That we have had sufficient money to pay all bills is owing to the fact that bonds have been sold based on the unpaid taxes, and representing the savings of the department in former years.

STATISTICAL.

| | |
|--|--------|
| Number of teachers employed 28 weeks or more..... | 57 |
| Number of children of school age in city..... | 6, 934 |
| Number of children attending school some portion of year.. | 4, 553 |
| Average attendance..... | 2, 886 |

The following increase is shown compared with the preceding year's report :

| | |
|---|-----|
| In number of teachers..... | 2 |
| In number of children of school age..... | 405 |
| In number of children attending school..... | 324 |
| In average attendance..... | 147 |

During the latter part of the school year two primary schools were established. The buildings are capable of accommodating 200 and 150 pupils respectively. One of these buildings was erected by the city, and the other was built on plans furnished by the board of education and leased to the city.

SCHOOL OFFICIALS.

The officials of our city consist of five commissioners, one in each ward, who are appointed by the mayor, and fifteen school trustees, three in each ward, who are elected by the people. The trustees have power to appoint janitors and make repairs amounting to \$25. All other action by trustees must be authorized by the board of education. The board of education has the fixing of the janitors' salaries and the auditing of all bills, so that in reality it has complete control of the department.

OBSTACLES.

The greatest impediment in the way of progress in our schools has risen from the frequent changes in the board of education. At the time of my last report but one member had been in office an entire year. In January following, three new members took their places in the board, and before the summer vacation a complete change had been made in its membership.

These frequent changes would not be so detrimental, provided men were always appointed who are well acquainted with our public school

system and its needs, but the less the new members know, the more they claim to know, and the more willing are they to be guided by personal or political motives.

FREE HAND DRAWING.

At the regular meeting of the board, Nov. 6, 1885, I recommended that the board comply with the law in regard to instruction in free hand drawing. I did this in order that the pupils who go out from our schools might be better prepared to earn a living at the various occupations which most of them follow after leaving school. By resolution unanimously adopted by the board, a special teacher, who was highly recommended by the Brooklyn superintendent of drawing, was employed to give instruction in that branch. She taught for three months, and the results were even better than I expected. It was not only a preparation for the various avocations of life, but as an educational agent it led to a careful observation, and created an interest in school work, which caused the pupils to attend more regularly, and to do better in every branch of study. But the mayor concluded that drawing was not needed in the schools. A local paper, called the administration organ, compared drawing with Sanscrit, and said in an editorial that it was as little needed. The president of the newly organized board spoke of drawing as a gilt-edged accomplishment not needed, as he had never received any instruction in that branch. As a result the drawing teacher was discharged. In some of the schools, the teachers have since followed my advice and tried to comply with the law, but as they have never received instruction in drawing their work has not been very effective.

TEACHERS' MEETINGS.

In May, 1885, the board of education adopted a resolution requiring the superintendent to hold a teachers' meeting each month. The meetings were held on the last Saturday of every month, and were productive of much good. The superintendent was enabled to explain correct methods of teaching and criticise such mistakes made by the teachers, as were noticed by him while making classroom visits. The attendance was good at these meetings and addresses were delivered at various times by Dr. Jerome Allen, ex-Senator Covert and other noted speakers. The new board considered these meetings useless, but finally concluded that we should hold five during the year, the sessions to be held on a school day, after 3:30 P. M. Of course very little can be accomplished, as at that time the teachers are weary from the day's work and their efforts in getting to the place of meeting.

REGULATIONS AND A COURSE OF STUDY.

At the commencement of the summer vacation, the board requested me to arrange a set of regulations for the department, and

a course of study for the schools. The course of study which had been written, explained to the teachers, and successfully followed for five years, was presented with but slight changes and adopted by the board. A set of by-laws and regulations were arranged and presented to the board with the explanation that they were not complete. A committee was appointed to consider the same. The superintendent expected to be called upon to meet the committee and make suggestions, but instead of that, the first draft was adopted with but few changes; the most prominent being the striking out of the name superintendent and putting commissioner of the ward, or president of the board, in its place, thereby making, so far as possible, each commissioner superintendent of his ward school. The regulations are quite defective, as many important rules were omitted entirely. There are a number of new rules, however, that are producing beneficial results.

One rule prohibits the appointment of a teacher under eighteen years of age.

Another prohibits the granting of first grade licenses, excepting after two years' experience, and then only to an applicant who has produced excellent results.

An average standing of 75 per cent as a result of an examination entitles a candidate to a teacher's license, provided the percentage in reading, spelling, grammar, composition or arithmetic does not fall below the said average.

Principals are requested not to resort to corporal punishment, excepting in cases of willful, flagrant offenses. All cases of corporal punishment must be reported to the superintendent, with name of the class teacher reporting pupil, age of pupil and offense.

Pupils who are absent or late are required to furnish an explanation from parent. If absent three days (two cases of lateness to count as one day) without personal or written explanation from parent, a permit to re-enter school must be obtained from superintendent or commissioner of the ward.

SCHOOL BANKS.

Some time ago I received a pamphlet from the Bureau of Education in Washington, giving an explanation of the Penny Savings Banks as established in France and other parts of Europe. This was handed to one of the newly appointed commissioners with an idea that he might present the matter to the board, and that it would, perhaps, request or authorize a trial of the plan in our schools. But, not being acquainted with the powers and duties of a single member of the corporate body called the board of education, he immediately ordered the teachers in one school to collect money from the pupils and deposit it in a local savings bank. Although the explanations in the pamphlet referred to above are very simple and plain some very important particulars have not been followed. In one other ward the principal has commenced

collecting money for the same bank. When asked by what authority, he replied, "The mayor (who is a trustee of the bank) said it was all right."

It is impossible to tell how the plan would succeed if adopted by the board of education and properly managed. Thus far it has had no recognized or legal connection with our schools. The teachers have been taking school time and acting as agents for the bank on their own responsibility, taking in some cases as high as \$75 from one pupil. As at present it is very convenient for the people, and no doubt beneficial to the bank, but I believe it has been quite a hindrance to the school work. Industry and economy should go hand in hand and their importance instilled in the minds of our youth by parents and teachers. But when children are taught in such a way as to separate industry from economy, and leave an impression on the mind that the chief object in life is to get money, the results cannot be other than bad. We are having too many examples in this country of the truth of this statement. Many educated men, as a result of such teaching, have been obliged to flee the country or spend their time behind prison bars.

As I have received several letters asking for a plan of the Penny Savings Bank, I will quote the French method as published by the Interior Department and referred to above:

"After having made arrangements with the nearest savings bank, the director of the school informs his pupils that he is ready to receive their small savings (the amount of the deposit must not exceed five francs), and that as soon as the deposits amount to one franc he will transfer them to the regular savings bank.

"The director fixes a day in each week when, at the beginning of the school, deposits will be received. He has before him a register in which he enters the names of the depositors and the amount deposited. Each pupil keeps a duplicate account on a single sheet of paper with sufficient columns for the whole school year.

"In the beginning of every month the teacher adds the deposits of every pupil, and, in case they exceed one franc, he deposits the even francs at the savings bank, and keeps the amounts of less than one franc on the register of the school savings bank.

"The bank books of the depositors are kept by the teacher as long as the pupils attend school. When a pupil leaves school the book is handed over to his parents or guardians. No pupil can withdraw a part or the whole of his deposit without the consent of his parents or guardians."

According to the German plan, "All transactions in connection with the savings bank must be excluded from the regular school hours."

GENERAL COMMENTS.

We have had 22 applications for teachers' licenses during the year, and, as a result of the two public examinations, 6 of the

applicants were licensed. One received a principal's license, 2 first grade, 2 second grade, and 1 a third grade.

At the close of the last school term 14 pupils were successful in passing the graduating examination, and received diplomas from the department.

During the school year I made at least 500 class-room visits, acted as clerk of the board of education, by order of the board filled all orders for supplies, held a teachers' meeting each month, and conducted the graduating and teachers' examinations.

Although some of the conditions under which we have labored during the past year have not been favorable, the teachers, as a class, have done good, practical work, and the results show that great improvement has been made during the last few years.

Nearly all of our pupils are the children of poor parents who need their assistance as soon as possible. In this locality a boy or girl fourteen years of age, not ashamed to work, honest, a rapid plain writer, ready and correct in the fundamental rules of arithmetic, can obtain a position without much effort. On this account, and owing to the fact that the pupils become qualified to assist in business at a much younger age than formerly, we have a very small number, comparatively, who remain in school long after they are fourteen years of age.

Respectfully,
C. W. GOULD,
Superintendent.

ASTORIA, *December 7, 1886.*

NEWBURGH.

Hon. A. S. DRAPER,

Superintendent of Public Instruction:

SIR.—In response to yours of even date herewith I report :

That the public schools in the city of Newburgh are in good condition. That we have adopted the free book system, and are much pleased with its operation. In the matter of cost to the community it is unquestionably a great saving.

That we have adopted the plan of placing in each of our school buildings a supervising principal having no class to teach, and I can say that it largely increases the progress of classes, and adds a very desirable steadiness to the school work.

That we have added to our system of teaching industrial drawing, a manual training class, in order to more fully educate the eye and the hand, and to add to that a knowledge of the use and care of ordinary tools and implements which is always useful.

That we have finished our New Academy (which last year I reported in progress of building). It is a twelve-room building, with a large assembly-room, a drawing-room and a laboratory, besides janitor's quarters and other rooms, making in all 21 rooms with numerous closets. It cost about \$68,000, including furniture, etc. It is furnished with single paragon desks; we adopted the Ruttan system of heating and ventilating with dry closets as furnished by Isaac D. Smead & Co., of Toledo, Ohio, which, as far as our experience goes, leaves nothing to be desired.

The attendance of Hon. A. S. Draper, State Superintendent, and his address at the opening exercises of the new building contributed very largely to the enjoyment of that very interesting occasion.

We indulge the hope that our pupils and graduates will bring us abundant evidence that our work is not in vain.

Very respectfully,

JOHN MILLER,
Superintendent.

NEWBURGH CITY, *December 1, 1886.*

NEW YORK CITY.

HALL OF THE BOARD OF EDUCATION,
CITY SUPERINTENDENT'S OFFICE,
NEW YORK, *November 26, 1886.*

Hon. A. S. DRAPER,

Superintendent of Public Instruction:

SIR.—In accordance with custom, and in compliance with your request, I submit herewith the report of the New York city schools for the year ending August 20, 1886:

FINANCIAL.

During that time the total amount received and expended by the board of education for common school education was \$4,178,541.13.

The following shows the expenditures in detail:

| | |
|---|------------------|
| For teachers' wages | \$2, 943, 908 50 |
| For school apparatus | 151, 344 23 |
| For sites, buildings, repairing and furnishing school-houses, etc. | 623, 048 93 |
| For all other incidental expenses, viz.: | |
| For fuel | \$94, 273 25 |
| For incidental expenses | 37, 191 34 |
| For janitors of ward schools, evening schools and Normal college | 126, 826 22 |

| | | |
|--|---------------|------------------|
| For city superintendent and assistants, agents of truancy, officers, etc., of board of education, nautical school and clerks to trustees..... | \$107, 801 50 | |
| | | \$366, 092 31 |
| For corporate schools..... | | 94, 147 16 |
| Total..... | | \$4, 178, 541 13 |

The amount of public moneys apportioned to the city by the State Superintendent was \$589,310.96.

The amount expended for school purposes is \$206,710.53 less than that expended for the previous year.

. NEW DEPARTMENTS.

During the year 5 new departments or schools were organized and 4 were consolidated, thus adding one to the number for the preceding year, and making a total of 302.

CLASSES OF SCHOOLS.

The classes of schools and the number of schools in each class are shown in the following table:

| | |
|---|-----|
| Normal college and training department..... | 2 |
| Grammar schools for males..... | 47 |
| Grammar schools for females..... | 47 |
| Grammar schools for both sexes..... | 13 |
| Primary departments of grammar schools..... | 77 |
| Primary schools (separate)..... | 39 |
| Corporate schools (industrial schools, reformatories, orphan asylums, etc.)..... | 48 |
| Evening schools..... | 28 |
| Nautical school (on board ship St. Mary's)..... | 1 |
| Total..... | 302 |

DAILY AVERAGE ATTENDANCE.

In the following table will be found the daily average attendance in each class of schools, and the number of teachers employed therein during the year ending August 20, 1886:

| SCHOOLS. | Average attendance. | | Number of teachers. | |
|--|---------------------|---------|---------------------|-------|
| | 1886. | 1885. | 1886. | 1885. |
| Normal college, training department and nautical school. | 2,581 | 2,573 | 59 | 56 |
| Grammar schools. | 52,349 | 50,466 | 1,676 | 1,573 |
| Primary departments and schools. | 79,717 | 79,101 | 1,831 | 1,838 |
| Evening schools. | 8,316 | 8,110 | 347 | 342 |
| Corporate schools. | 9,973 | 10,310 | 185 | 167 |
| Total. | 152,936 | 150,560 | 4,098 | 3,976 |

The increase in daily attendance was 2,376, and the increase in the number of teachers employed was 122.

The returns show that the whole number of *different* pupils taught was 234,320.

NEW BUILDINGS.

During the year there were erected three school buildings, and extensive additions were made to two schools already organized. There will thus be obtained increased accommodation for 3,943 pupils.

THE COMPULSORY EDUCATION ACT.

The Compulsory Education Act continues to be efficiently enforced, and has a beneficial effect upon the school attendance. During the year 3,312 reported as truants, and 1,432 non-attendants were placed in school.

CHANGES IN COURSE OF STUDY.

In the course of study the only important alterations are as follows: Elementary geometry has been added to the studies of the first grammar grade, and the time allowed for completing the studies of that grade has been extended to one year.

SALARIES OF TEACHERS.

The by-laws of the board of education in relation to salaries of teachers have been carefully and thoroughly revised, so that in any class of schools, all schools employing the same number of teachers pay exactly the same salary to those holding corresponding positions. Some idea of the salaries paid may be obtained from the following tables:

Salaries of Principals.

| SCHOOLS. | Grades of salaries. | Highest salary. | Lowest salary. |
|--------------------------------|---------------------|-----------------|----------------|
| Grammar—Male or mixed. | 4 | \$3,000 | \$2,250 |
| Grammar—Female | 5 | 1,700 | 1,200 |
| Primary | 7 | 1,700 | 1,000 |

If a principal shall have served as such for 14 years, and shall have been ranked excellent in *management* for the five years preceding the application for increase of salary, the board of education may increase the salary of the principals as follows:

Of principals of a male or mixed grammar school, to \$2,500; of female grammar school, to \$1,900; of primary school, to \$1,750.

Salaries of Vice-Principals.

| SCHOOLS. | Grades of salaries. | Highest salary. | Lowest salary. |
|----------------------------|---------------------|-----------------|----------------|
| Grammar—Male or mixed..... | 2 | \$2,016 | \$1,800 |
| Grammar—Female..... | 2 | 1,200 | 1,000 |
| Primary | 4 | 1,200 | 900 |

Male assistant teachers are employed only in male or mixed grammar schools. They receive seven grades of salaries, ranging from \$2,016 to \$1,080.

Salaries of Female Assistant Teachers.

| SCHOOLS. | Grades of salaries. | Highest salary. | Lowest salary. |
|----------------------|---------------------|-----------------|----------------|
| Grammar—Male..... | 8 | \$1,113 | \$630 |
| Grammar—Mixed | 8 | 1,077 | 594 |
| Grammar—Female | 8 | 1,041 | 558 |
| Primary | 12 | 900 | 504 |

Teachers who have not had at least one year's experience in the city or other schools are called junior teachers. Junior male teachers receive \$700 per annum, and junior female teachers \$408.

NORMAL WORK.

The great majority of the appointments of female assistant teachers are made from among the graduates of the Normal college. At the commencement of that institution, held in June last, there were 284 graduates, of whom 263 have been licensed to teach, the remaining 21 being under age.

It is but just to the Normal college to refer to the excellent character of its work, as exemplified by the success of its graduates in the performance of their duty as teachers.

EVENING SCHOOLS.

The 28 evening schools are conducted on a plan that has been thoroughly tested and have been found adapted to the needs of a great

cosmopolitan city. Junior schools have a graded course and admit pupils from 13 to 18 years of age. Senior schools have a course in which each pupil has an option of any two of the subjects taught; pupils in these schools must be at least 16 years of age.

In all evening schools there may be formed classes in which foreigners may study English.

THE NAUTICAL SCHOOL.

The "Nautical school" has been in successful operation since 1873, when it was established by act of the Legislature for the purpose of educating and training pupils in the science and practice of navigation. The school is conducted on the *St. Mary's*, a vessel loaned by the government of the United States. The city superintendent examines in the English branches, and a committee of the New York Chamber of Commerce examines in seamanship.

Respectfully submitted,
JOHN JASPER,
City Superintendent.

OGDENSBURG.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—In compliance with your request, I submit the following supplementary report :

For information in reference to statistics and the financial condition of our schools, I refer you to the report sent from this office for the year ending August 20, 1886.

DESCRIPTION OF SCHOOLS.

Our schools are designated as primary (first, second, third) grades, secondary, grammar, and high school or academy.

Each primary grade and secondary school includes two years' work, subdivided into two classes. A grade includes two years' work. The teacher in these departments has charge of two classes, each completing two years' work under the same teacher. Children generally enter school at five years of age, and practically the lowest grade primary, third grade, includes three years' work.

The grammar school embraces one year's work. The object of the grammar school is to give a thorough preparation for admission to the academy. The academy does not form a part of the grades, but provides three courses of study. An English course of three years, a Latin, English, and a classical course of four years each.

DISAPPOINTMENTS OF PUPILS.

The grades in all the departments below the grammar school embracing two years' work with yearly class intervals, is a cause of discouragement, and not unfrequently of injustice by compelling those pupils who are unable to do the prescribed work on account of sickness or other unavoidable absence from school, or for lack of ability for continued advancement, to drop back a whole year, although, as a rule, six months would be ample time to make up their deficiencies.

The gradation also causes discouragement and does injustice to bright and ambitious pupils who have ability to do more than the average of the class, and could, without difficulty, overtake a class six months in advance, but are not able to overtake a class one year in advance. Imposing so wide a range of work on the teacher renders it very difficult to pursue a system of grouping children in the same grades and classes so indispensable to securing the best results in lower grade primaries.

OGDENSBURG FREE ACADEMY.

After an interval of 22 years — the old academy building having burned — Ogdensburg Free Academy was reopened in September, 1881. The organization providing departments of English, the sciences and classical, and courses of study involving much anxiety and labor have been successfully accomplished. The attendance during the fall and winter terms is from 180 to 200. Spring term 140 to 160. The number of students attending the academy during the past year who held the Regents' preliminary certificate was 116. The number who passed the advanced examinations was 196. Number of pass-cards received in these subjects was 410; 18 received the intermediate certificate, 2 the college entrance diploma, 3 the academic diploma.

The first commencement exercises occurred in June, 1883. The academy is represented by its graduates in the following colleges, viz.: Vassar, Wellesley, Hamilton, Cornell, Georgetown and Madison University.

TEACHERS' CLASS.

The academy was designated by the Regents of the University as one of the schools to conduct teachers' classes for three terms in a year. A year's graded course of instruction was arranged, and an efficient teachers' training class was provided without expense to the city. The sum of \$609 being received and deposited with the city treasurer to the credit of the board, as a result of the examination successfully passed by members of the class. Standard books of reference on the science and art of education have been provided. Local applicants for position in our city schools, after graduating from the academy, join these classes and take in addition one or more subjects not required in their course of study. Temporary substitutes in our schools are appointed from members of this class who are appli-

cants for positions in our public schools, and a more thoroughly prepared class of young teachers are now supplied than formerly. No radical revision of our courses of study provided for the primary and secondary grades some years ago has been attempted, but gradual changes and improvements have been made in these departments, particularly in primary geography, and in work preparatory to the study of this subject, in number, primary reading, language and physiology. The distinctive feature of work in number is objective illustration. A modified form of the Grube system is in use.

READING AND LANGUAGE.

The unnatural and unphilosophical phonic method which was for years used in our schools as the principal method at first, has been discontinued. Our endeavor is to harmonize our method of teaching reading with the way in which the child has come into possession of oral language. As no method is complete in itself, we attempt to use each in its proper place in the following order, viz.: The word, the sentence and the phonic. The work of the first term is preparatory, the chief aids are blackboard and crayon. The second term we use Appleton's charts, the readers follow. Our greatest need is an appropriate supply of supplementary reading. All primary instruction should center in language. It is our aim to secure this result. In the lowest grade primary, "conversational lessons" form an important feature of the work. The aim is to stimulate and train the powers of observation, and cultivate language, both oral and written. In the more advanced primary work, language lessons of a more practical character are given, consisting of oral and written descriptions of action lessons objects, their qualities and uses, picture lessons, copying lessons from readers, re-production of stories and reading lessons, etc. The object in all the work is to arouse thought and give proper means of expression. The formal study of grammar is begun in the secondary grades.

PHYSIOLOGY AND HYGIENE

is taught in the A class of all our schools. In the primaries an oral course has been arranged, based mainly upon "practical work in the school-room." In the secondaries a primary text-book is used. In the grammar school and academy an advanced text-book is in use. Immediately after the passage of the law, making instruction in this subject compulsory, it was ascertained that several of the teachers in the public schools had given this subject but little attention, and few, if any, had pursued it with the expectation of teaching it. The result was that all teachers outside of the academy, 30 in number, met regularly every Monday evening for a two hours' recitation during the school year; 12 to 15 lectures were given to the class by the physicians of the city. At the close of the course the entire corps passed a most satisfactory examination upon this subject. The law is faith-

fully carried out. The instruction is intelligently and conscientiously given, and much interest and enthusiasm is manifested on the part of the pupils.

CAREFUL PREPARATION.

Our teachers are not only putting forth efforts to better prepare themselves, both in matter and method, for teaching the various subjects required in the schools, but they are pursuing a general course of reading, including the history and philosophy of education, and of methods, and cultivating a feeling of a higher professional standard.

PRIMARY WORK.

From a careful observation of the work in our primary schools, and after a somewhat extensive observation of primary work in some of the best schools in our own and other States, and interchange of views with many prominent educators, I am convinced that the greatest defect in courses of study and instruction is their want of adaptation to the varying capacity of pupils as they pass through the successive grades. That the capabilities of pupils vary as they pass from grade to grade, all admit, but the cause of these varying capabilities is not so well understood. The old primary text-books beginning with formal definitions, similar to advanced text-books, and based upon the assumption that activity and strength of intellect vary as a whole, have been discarded. But primary instruction is too frequently based upon this hypothesis, the difference between such instruction and instruction in higher grades differing in amount rather than in kind and method. The division of courses of instruction into primary, grammar and higher, is based upon the supposition that certain faculties in young pupils are dormant, and are brought into activity as they grow older.

TOO MUCH REQUIRED OF THE LITTLE CHILD.

The view that the variation in ability is due to the relative activity and strength of the several faculties at different ages is in harmony with the view that all the intellectual faculties are in operation when the child enters school, but is practically ignored by the great mass of teachers by failing to adapt both matter and method to corresponding changes in relative activity from year to year.

It is the conviction of those best qualified to judge, that subjects of instruction are unsuitable to first years of school life. Too much is required of the little child. So much importance is attached to laying a good foundation in the lowest grades, and the general admission that the elements of nearly all knowledge may be taught in these grades, and the over-estimating of the possibilities of childhood and youth are causes of much error in practice.

Nature has fixed the limitations of child-growth, and he cannot be forced beyond his normal rate of development.

No doubt there would be great gain if the work of the first and second years partook more of the nature of the kindergarten.

The kindergarten is an established fact. The problem to be solved is how to unite the kindergarten with the public school.

At least there can be no question that the spirit and principles of the kindergarten should pervade all our primary school work.

All of which is respectfully submitted,

BARNEY WHITNEY,

Superintendent, and Principal of Ogdensburg Academy.

OGDENSBURG, *December 10, 1886.*

OSWEGO.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—In response to your circular-letter, it gives me pleasure to submit the following brief report, in addition to my financial and statistical report, sent you in August last :

NUMBER OF SCHOOL BUILDINGS.

We have 13 in all ; 6 brick, 1 stone, and 6 wood, all in good condition, together with out-buildings and yards. About 400 of our children make up the school of practice in the Normal school building ; there being in that school all the grades below the high school. Our children, therefore, are well cared for in respect to school accommodations.

ENCOURAGING PROGRESS.

We do not, however, claim perfection for our schools, though we are, year by year, pressing toward that mark. To this end, teachers are urged to become subscribers to some one or more of our best educational journals, and I feel quite sure there is not one among them all, who does not have the reading of such papers.

Our teachers' association, which holds monthly sessions of two and a half hours each, has done much, very much, to incite and increase an interest in educational subjects, nor has this interest been ephemeral, but continuous, so that the attendance at these meetings for the year now closing has been more than 90 per cent of all our teachers, and so teachers are coming to regard their work less like drudgery, and themselves more in the light of character builders ; co-workers with the Great Author of all good.

MUSIC.

There has been a revival in this subject during the year.

The Normal music course by John W. Tuffts and H. E. Holt was

introduced into our schools the present term ; and though the work is still in its infancy, we feel greatly encouraged to believe it will prove a success.

PROMOTIONS.

The puzzling question, "How shall pupils be allowed to pass from one grade to the next higher?" was answered somewhat definitely in my last report to your predecessor, Hon. W. B. Ruggles. I will only say we have found no reason to change our plan of transfer. Difficulties there are, under any system, and so there will be until teachers, parents, and pupils, have reached that perfection of character which is supposed will usher in the millennium. Until something more reasonable and better offers itself, we shall pursue our present course. I do not think it at all probable or possible that we shall go back to the percentage plan.

Very respectfully yours, etc.,

E. J. HAMILTON,
Secretary Board of Education.

OSWEGO, *December 8, 1886.*

POUGHKEEPSIE.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR. — In response to your circular requesting a report of the public schools of this city for the past year, I would offer the following :

AVERAGE ATTENDANCE.

The average enrollment and the average attendance for a series of years is as follows :

| | 1882-83. | 1883-84. | 1884-85. | 1885-86. |
|---|----------|----------|----------|----------|
| Average enrollment..... | 2, 349 | 2, 480 | 2, 522 | 2, 599 |
| Average attendance..... | 2, 012 | 2, 146 | 2, 170 | 2, 283 |
| Percentage of attendance on average enrollment..... | 85.6 | 86.5 | 86 | 87.4 |

The total number of pupils enrolled during the year was 3,039. The percentage of attendance on the *total enrollment* was 75.1.

GRADES.

The time required to complete the entire course in our schools is twelve years. The grades are as follows :

| | |
|-------------------------------------|----------------------------|
| High School, first department..... | 10th, 11th and 12th years. |
| High School, second department..... | 9th year. |
| First grammar grade..... | 8th year. |
| Second grammar grade..... | 7th year. |
| Third grammar grade..... | 6th year. |
| Fourth grammar grade..... | 5th year. |
| First primary grade..... | 4th year. |
| Second primary grade..... | 3d year. |
| Third primary grade..... | 2d year. |
| Fourth primary grade..... | 1st year. |

The average enrollment and average attendance in the several grades is as follows :

| | Average enroll- ment. | Average attend- ance. | Per cent of attend- ance on average enrollment. |
|-------------------------------------|--------------------------|--------------------------|---|
| High School, first department..... | 107.4 | 101.2 | 94.2 |
| High School, second department..... | 80.4 | 72.4 | 90 |
| First grammar grades..... | 108.8 | 102.7 | 94.3 |
| Second grammar grades..... | 166.8 | 152.6 | 91.4 |
| Third grammar grades..... | 208.2 | 191.1 | 91.3 |
| Fourth grammar grades..... | 207.7 | 187 | 90 |
| First primary grades..... | 266.4 | 239.7 | 89.9 |
| Second primary grades..... | 343.3 | 302.3 | 88 |
| Third primary grades..... | 342.4 | 300.8 | 87.8 |
| Fourth primary grades..... | 737.3 | 604 | 82 |
| Total..... | *2,568.7 | 2,253.8 | 87.7 |

PROMOTIONS.

Pupils are promoted annually, although individual promotions are made at any time during the year when the proficiency of a pupil justifies it. The examinations for promotion take place in June, and include every thing which the pupil has been taught during the year. A system of marking has been adopted which enables us to ascertain, with as much accuracy as is possible, the attainments of each pupil in the several studies. Thus in the fourth primary grade (first year), the maximum number of marks is 100, apportioned as follows :

Reading 30 marks; 10 for expression, 10 for familiarity with the words, and 10 for distinctness of enunciation; script reading, 5; language, 10; writing, 10; spelling, 10; combinations, 20; neatness

* These totals vary somewhat from those given above, as the enrollment of the "Home of the Friendless" is included in one and not in the other. This institution receives many from the city, but is not a part of the regular school system.

of figures, 5 ; horizontal and vertical lines of figures, 5 ; drawing, 5 ; total, 100. The teacher of the next higher grade conducts the examination, and places the result on a sheet prepared for that purpose. Pupils in this and the two succeeding grades are promoted upon a minimum of 70 per cent. In the grades beginning with the fourth year, in addition to the examination in these studies, reading, spelling, writing, etc., there is a written examination in arithmetic and geography, and in the still more advanced grades of grammar, and these pupils are promoted upon an average of 75 per cent in all. In the High School the promotions are largely based upon the Regents' questions. In those grades in which written examinations are held, written examinations conducted in the same way, from printed questions, take place at intervals during the year. A record is kept of these results, and if a pupil fails in June, the record is examined, and if it is sufficiently good, his promotion may still be made on the strength of it. In this way good work done during the year is not lost, if through any misfortune a deserving pupil should fail at the June trial.

The following are the promotions in the different grades for a series of years :

| PROMOTIONS. | 1882. | 1883. | 1884. | 1885. | 1886. |
|-----------------------------------|-------|-------|-------|-------|-------|
| High School, first department... | 66 | 74 | 61 | 77 | 85 |
| High School, second department... | 45 | 37 | 44 | 55 | 65 |
| First grammar grades..... | 62 | 53 | 76 | 91 | 82 |
| Second grammar grades..... | 94 | 110 | 115 | 115 | 134 |
| Third grammar grades..... | 147 | 140 | 148 | 180 | 181 |
| Fourth grammar grades..... | 166 | 171 | 203 | 196 | 175 |
| First primary grades..... | 215 | 183 | 223 | 193 | 188 |
| Second primary grades..... | 265 | 245 | 224 | 260 | 289 |
| Third primary grades..... | 253 | 215 | 255 | 268 | 295 |
| Fourth primary grades..... | 264 | 256 | 285 | 300 | 336 |
| | 1,577 | 1,484 | 1,634 | 1,735 | 1,830 |

I do not know whether it is the practice in other cities for promotions to be made in the manner described, that is, the examination to be conducted by the teacher who is to have the class next year. We have found it to work satisfactorily here, and I can see no objections to it. When the promotions are left with the teacher who has taught the class during the year, from the strong desire to promote as many pupils as possible, she may, with the best intentions, permit some pupils to pass who are not entitled to it. Teachers are not all equally conscientious, and the temptation is a strong one both for the credit of promoting a large number and to get rid of dull pupils to advance those who are incompetent. Then after a trial in the next room they have to be sent back, and the teacher's

judgment is questioned — it may be only silently — for having recommended such a pupil for promotion.

When the examination is conducted by the teacher who is to receive the class, her nearness to the grade qualifies her to do this work intelligently. She knows what the requirements of her room are, and in what condition the pupils must be to enable her to carry them on. She has every reason to avoid partiality, since its exercise may bring her incompetent scholars, who will either have to be sent back or remain a drag throughout the year. She will on the other hand avoid an undue severity, since her own class will be tried in the same way, and an injustice of this sort might eventually recoil upon herself.

For these and other reasons this method of conducting the examinations in the lower grades has been found an excellent one, giving more satisfactory results than any method that has yet been tried.

Yours respectfully,

EDWARD BURGESS,
Superintendent.

POUGHKEEPSIE, *December 7, 1886.*

ROCHESTER.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—In response to your recent circular, allow me to submit the following, in addition to the statistical report already forwarded to your Department :

I.

| | |
|---|---------|
| Population of the city in 1880..... | 89,363 |
| Population (estimated) of the city in 1886..... | 118,000 |
| Number of children between the ages of five and twenty-one years (estimated)..... | 38,500 |

II.

| | |
|---|-----|
| Number of school-houses owned by the city..... | 30 |
| Number of school-houses rented..... | 5 |
| Number of school-houses heated by steam and with ventilating apparatus..... | 7 |
| Number of school-houses heated by stoves..... | 23 |
| Number of school-houses ventilated by doors and windows..... | 23 |
| Number of school-houses supplied with water from city water-works..... | 29 |
| Number of school-rooms..... | 280 |

| | |
|---|--------|
| Number of pupils registered but once..... | 14,582 |
| Number of pupils belonging (average)..... | 11,100 |
| Number of pupils in daily attendance..... | 10,473 |
| Per cent of daily attendance..... | 94.3 |

ATTENDANCE AT THE FREE ACADEMY.

| | |
|---|------|
| Number of pupils registered..... | 629 |
| Number of pupils belonging (average)..... | 547 |
| Number of pupils in daily attendance (average)..... | 505 |
| Per cent of daily attendance..... | 92.5 |

AVERAGE COST PER PUPIL IN ALL THE SCHOOLS.

| | |
|--|---------|
| Cost, based on <i>average number</i> belonging and on amount paid for instruction..... | \$14 43 |
| Cost, based on <i>average number</i> belonging and total amount of expenditures..... | 21 15 |
| Cost, based on <i>average daily</i> attendance and amount paid for instruction..... | 15 29 |
| Cost, based on <i>average daily</i> attendance and total amount of expenditures..... | 22 41 |

EXPENDITURES FOR 1885-6.

| | |
|--|--------------|
| Building fund, regular appropriation..... | \$16,411 94 |
| Repair fund..... | 7,086 80 |
| Teachers' fund..... | 160,164 69 |
| Contingent fund, for general expenses..... | 51,106 83 |
| Total..... | \$234,770 26 |

MORE ROOM WANTED.

Several of our school buildings are still over-crowded, notwithstanding the extra appropriations made, and money expended in new buildings and additions.

We have, to-day, nearly 500 pupils, whom we cannot accommodate in our school buildings, and who are crowded into temporary quarters, that lack nearly all the essentials of good school-rooms.

The appropriation for the year has, so far, been expended in making additions to Nos. 7, 15, 17 and 27 — 12 school-rooms in all. These buildings were all greatly over-crowded. Relief is still needed in Nos. 3, 4, 13, 18, 19, 24 and 25.

VENTILATION.

Even a casual examination of the 30 school buildings belonging to the city would convince any one that but a comparatively small

number of them possess suitable means of ventilation. The sanitary conditions of Nos. 3, 4, 6, 10, 13, 15 and the free academy, all of which are heated by steam, are all that could be desired. The remaining 23 buildings are heated by either stoves or furnaces — mostly by stoves — and their chief means of ventilation must be found in doors and windows, which answered very well for a generation whose life was spent mostly out of doors, but are altogether inadequate for the present generation that spends so much of its time in doors. Many of these buildings are comparatively new, and their architecture modern ; and all they now need, in order to meet the present requirements of health and comfort, is the introduction of steam heating.

This *desideratum* will, no doubt, be supplied before many more years

INDUSTRIAL EDUCATION.

The subject of manual training, or industrial education, has, on several occasions, been brought to the attention of our board. The decision reached is, that as yet, it does not appear to be the duty of the board to furnish instruction in the manual arts, further than to provide for instruction in industrial drawing, which, it is conceded, lies at the foundation of all the industrial arts.

As the system of drawing pursued in our schools for several years past was not satisfactory, it was dropped from the course at the beginning of the school year in September, 1884. At the beginning of the present school year, the subject was again incorporated into the course of study, with a view of making it thoroughly industrial in its character. To this end Professor E. C. Colby, formerly in charge of drawing in the public schools of Lawrence, Mass., and more recently in charge of the "Mechanics' Institute" in this city, has been employed to instruct the teachers and to supervise the work of the pupils. Naturally enough we look forward with the expectation that this important subject will receive the attention its importance demands, and that the work will be thoroughly practical.

The subject of

PHYSIOLOGY AND HYGIENE,

with special reference to the effects of stimulants and narcotics on the human system, is receiving its full share of the time and attention of our teachers. Lessons on the human body are given regularly in the lower grades, and on the effects of stimulants and narcotics, to all pupils who are mature enough to understand the subject.

The subject of

UNITED STATES HISTORY

which, for several years past, has been pursued by our pupils in the last — the ninth — year in our grammar schools, has received a fresh impetus by the introduction into the seventh and eighth grades — seventh and eighth years — of a little manual,

prepared by one of our principals, John G. Allen, who is now in charge of the Free Academy, entitled, "Allen's Topical Studies in United States History." Two lessons are given each week in each of these two grades, which consist mainly of conversations upon the most interesting facts in our history, together with the committing to memory of classic poems and prose passages from our best authors, putting forth some of the more interesting incidents connected with the history of the country. By this means, the minds of our pupils are directed toward a field of reading and investigation replete with some of the best things in our literature, both in prose and verse. At the same time they are made acquainted with the more important facts connected with the history of their own country. United States history, by some such method as this, becomes a most interesting, if not fascinating, study. The dry bones of facts and dates are clothed upon with flesh and blood, and become instinct with life.

THE TEACHERS' TRAINING CLASS,

established three years since, is still maintained, and the same method of conducting it is being pursued. The class this year numbers over 50, nearly all of whom are graduates of our Free Academy.

During the last three years, all our teachers, with only now and then an exception — and these exceptions are graduates of colleges or Normal schools — have been appointed from the training class.

The members of the board of education are in full sympathy with the aims and work of the class, and it has the warm support of our principals.

THE FREE ACADEMY

has now the largest attendance — 660 — ever known in its history. As all the available space in the building is now devoted to the uses of the school, the question of another high school building must soon be seriously considered.

Concerning the character of its work, it may be said that it is steadily improving, and the school is growing in favor with our citizens. It has a good library, and its apparatus for the study of the physical sciences is complete.

COMPULSORY EDUCATION.

The present Compulsory Education Law, as is known, contains no provision for raising the funds necessary to carry its excellent requirements into effect. Nevertheless, many of the cities of the State have attempted, in good faith, to enforce the law to such an extent as the means at their disposal would admit.

In this city, immediately after the passage of the law, the school policeman, in addition to his other duties, was directed and required to ascertain the number of children between the ages of 8 and 14 years, who were employed contrary to the law. The inquiries made

disclosed the fact that the number of such was comparatively small. In the meantime the opinion has prevailed among the members of the board of education, that the requirements of the law were being generally complied with.

Some time last year a communication on this subject was received from the Central Labor Union, with the request that the board of education enforce the law. The question was referred to the law organization committee. That committee had a conference with a committee from the union, which resulted in a report to the board, recommending that the superintendent be directed to prepare the necessary blanks, and that the school policeman be required to devote a portion of his time to the distribution of the blanks among the firms of the city employing children under 14 years of age. The report was unanimously adopted by the board. In accordance with these recommendations, a set of blanks was prepared, one of which contained a statement of what was forbidden, and the penalty in case the law was not complied with. (§§ 2 and 3 of the Compulsory Education Law.) The other, required every proprietor or firm receiving it to enter the name of every child in their employ between the ages of 8 and 14 years, and to say whether or not such child had the necessary certificate of attendance at some school during the year. These blanks were distributed to all the firms whose names were given to us by the committee of the Central Labor Union, and to all others who were known to us as having children in their employ. When these blanks were returned to the office, it was found that in all the establishments reported, there were less than a dozen children who had not, or who failed to get, the required certificate. In a few instances children who could not obtain the necessary certificates were discharged. All the firms notified expressed their intention to comply with the requirements of the law. The work so far done may not be — should not be — regarded as final. For no doubt there are still children employed contrary to law. The board of education, I am persuaded, has not, as some have been led to think, neglected its duty in this matter. When, however, the common council shall see fit to appropriate the funds with which to employ a special officer whose duty it shall be to see that the law is enforced, the work will be done as thoroughly as the most exacting could desire. In the absence of such an appropriation it may be said that any case of the infraction of this law brought to the notice of the superintendent or of any commissioner will meet with prompt attention.

TEACHERS' INSTITUTES.

A new departure was made last year in the method of conducting our teachers' institutes, with the view of making them more practical than heretofore. As no just idea of these institutes could be given without the programme, I herewith beg leave to submit one.

The teachers met by departments — three grades in a department — and the subjects laid down in the programme, not only, but other sub-

jects introduced at the same, were freely discussed, and with interest and profit.

PROGRAMME OF INSTITUTES.

Primary Department Institutes.

Saturday, January 9, 1886.—Conductor, Principal J. L. Townsend.
Subject—How to teach Numbers.

Saturday, February 6.—Conductor, Principal M. A. Hayden.
Subjects—1. Pronunciation. 2. Discipline for little ones.

Saturday, March 6.—Conductor, Principal L. M. Daniels.
Subject—How to teach Reading.

Saturday, April 3.—Conductor, Principal E. P. Wetmore.
Subjects—1. How to teach Language. 2. How to teach Spelling.

Saturday, May 1.—Conductor, Principal J. W. Osborn.
Subjects—1. How to teach Drawing.

2. Morals and Manners; how may they be the most effectually taught?

Intermediate Department Institutes.

Saturday, January 16.—Conductor, Principal S. C. Pierce.
Subject—Arithmetic; how may it be more effectively taught, and a greater degree of accuracy secured?

Saturday, February 13.—Conductor, Principal George H. Walden.
Subjects—1. Language; the object to be attained in its study, and the best method of securing the desired results.
2. Neglected and Unlearned Lessons, and mistakes in work; when shall the work be done, or the corrections be made, and what is the best method of accomplishing it?

Saturday, March 13.—Conductor, Principal L. McGonegal.
Subjects—1. How may the Morals and Manners of our Pupils be improved?
2. The best methods for general review.

Saturday, April 10.—Conductor, Principal A. G. Knapp,
Subjects—1. What constitutes Good Order in a school-room, and to what extent should what we call “Discipline” be carried?
2. Class Recitations; how to conduct them; how to hold the attention of the whole class; what constitutes a successful class recitation, and what amount of preparation can be given in class for the next recitation?

Saturday, May 8.—Conductor, Principal V. M. Colvin.
Subjects—1. How shall we improve our teaching of Penmanship?
2. Reading and Pronunciation; how shall we teach the former and how shall we best correct the common mistakes in the latter.

Grammar Department Institutes.

Saturday, January 23.—Conductor, Principal J. G. Allen.
Subject—History; its importance and influence, and how to teach it successfully.

Saturday, February 20.—Conductor, Principal N. C. Parshall.
Subjects—1. Grammar; how shall it be taught and to what extent?
2. Composition; how shall it be taught and to what extent?

Saturday, March 20.—Conductor, Principal James M. Cook.
Subject—Arithmetic; its difficulties and how to meet them.

Saturday, April 17.—Conductor, Principal R. A. Searing.
Subjects—1. Writing; reasons and remedies for poor results.
2. Reading; how should it be taught?

Saturday, May 15.—Conductor, Principal I. Washington.
Subjects—1. How can the moral tone of our schools be elevated?
2. What constitutes good discipline?

EVENING SCHOOLS.

The attempt made to enforce the Compulsory Education Law called the attention of the board to the necessity of establishing an eve-

ning school, in order to afford an opportunity for instruction to those who are between the ages of 8 and 14 years, who are unable to attend the day schools.

A school was, therefore, organized at the opening of this school year, in the Free Academy building, which has steadily increased in numbers, until over 400 names have been registered. The school employed 8 teachers including the principal. It is the purpose of the board to make this school a permanent part of the public school system of the city, and to furnish facilities for study and instruction to all between the ages of 5 and 21, who are prevented from attending the day schools.

OUR TEACHERS,

as a body, will compare favorably in point of attainments, efficiency and enthusiasm, with those of any other city of the Empire State. They are doing their work with commendable faithfulness.

It may be noted, however, that there is a strong temptation, in class-room work, to give but casual attention to those subjects in the course of study upon which no examination is required, and to give undue prominence to those, the proficiency in which is tested by the term examinations.

I have been pleased to observe that the majority of our teachers are striving hard to resist this temptation, and to give each subject the time and attention required. A recent revision of the course of study has imposed extra labor upon many of them; but this they have cheerfully assumed, and are doing all in their power to fill the gaps that occurred through the revision in the work of their own grade and of that below them. The average

INCREASE IN THE ATTENDANCE.

upon the public schools of the city is over 500, notwithstanding the existence of many parochial schools, who report an attendance in all of over 6,000, and a considerable number of well conducted private schools.

Respectfully,
S. A. ELLIS,
Superintendent.

ROCHESTER, *November 3, 1886.*

ROME.

Hon. A. S. DRAPER,
Superintendent of Public Instruction:

SIR.—I have the honor to submit the following reports of the public schools of the city of Rome for the school year ending July 1, 1886:

SCHOOL POPULATION.

The school population, including children over five and under twenty-one years of age, is 2,804. This, compared with our last previous census, shows a decrease of 193.

REGISTRATION.

The total number of pupils registered during the year was 1,867, and the average daily attendance was 1,195.17. Thirty-two regular teachers were employed, with two special teachers for drawing and music respectively. This made an average registration of 58, with an average daily attendance of 37 pupils per teacher.

SCHOOLS AND CLASSIFICATION.

Our schools are taught in eight different buildings, so distributed as to serve the convenience of the different sections of the city.

Our classification is primary, intermediate, grammar and advanced schools, and the Academy. The Academy building is devoted entirely to academic scholars and is subject to visitation of the Regents. In this institution, under a corps of six competent teachers, students are prepared for college or business by required three years' courses of study.

Five of the other buildings are occupied by primary, intermediate and grammar school pupils, while another, in addition to these grades, contains the advanced school, a department in our system devoted to the preparation of students for the academic courses of study. The eighth building is used for intermediate pupils only. This plan of organization is endured rather than approved.

I would prefer to unite the Academy and advanced school in one commodious High school building, and then establish one central grammar school for the accommodation of all the pupils of the grammar grades, using such of the old buildings as might be needed for primary and intermediate schools.

PROMOTIONS.

Our promotions are determined partly by three written examinations, one at the end of every thirteen weeks of school, and partly by the teacher's knowledge of the child's capacity for work. This method stimulates the pupil to healthful effort to gain an honorable standing in his class, while the teacher's judgment and knowledge of the pupil's ability are not wholly ignored by a rigid adherence to an established per cent.

Our teachers have taken a lively interest in their work and have devoted much of their time, out of the school-room, to professional study.

TEACHERS' MEETINGS.

To this end monthly teachers' meetings were held at which lectures on pedagogy were given by the superintendent, followed by

general discussions. Our teachers are chosen largely from the alumni of the Academy; and that students intending to teach may have some professional training before assuming the teacher's responsibilities, a teachers' class has been organized under supervision of the Regents.

After a course of ten or twenty weeks in teachers' class an opportunity is offered the student to enter a training class, the members of which are detailed to duty under the watchful eye of an experienced teacher in the primary and intermediate grades. From the training class of last year four teachers were selected to fill vacancies on our corps for the current school year, and in each case the appointee is doing excellent service, thus justifying our labor in preparing them for their work. I am happy to report that our city schools stand high and are continually growing in public favor.

Respectfully submitted,

M. J. MICHAEL,
Superintendent.

ROME, *December 6, 1886.*

SCHENECTADY.

Hon. A. S. DRAPER,

Superintendent of Public Instruction:

SIR.—The annual statistical report of the schools of this city was forwarded to your Department early in September last. In it was stated the number of teachers employed in our schools, viz., 45; the total number of pupils registered, 2,234; and the average daily attendance, 1,600.

Of the work done during the year it can be said that it was fully up to the average of former years, and compares favorably with the instruction in other cities.

Here, as in most other localities, there is pressing need of improved buildings for school purposes. In the latest school building erected here — Mr. Franklin H. Janes, of your city, architect — we have a novel arrangement of rooms; and one in which the requirements of good lighting and ventilation are more fully met than in any other school building with which I am acquainted.

In most of our school-rooms, however, these very important things are greatly neglected. It is somewhat difficult to arouse public sentiment on this subject, but I am able to report substantial progress. There is a growing conviction that money spent in improving school buildings is not wasted; and there is hope that a few years will witness a great improvement all along the line.

I wish to express my appreciation of the decided stand taken by you in regard to increasing the efficiency of our schools in the line of regular attendance; and, also, that the great institution which re-

ceived the magnificent bounty of the State shall be made to return a partial equivalent in having every Assembly district fully represented in its free scholarships. To this desirable end I pledge you my heartiest co-operation.

Respectfully submitted,

S. B. HOWE,

Superintendent.

SCHENECTADY, *November 30, 1886.*

SYRACUSE.

Hon. A. S. DRAPER,

Superintendent of Public Instruction:

SIR.—In addition to the statistical report sent to you at your request, I hereby send a written statement of the condition of the public schools of this city, covering some facts not alluded to in the statistical report.

SCHOOL ORGANIZATIONS.

There are now in the city twenty-two distinctly organized schools, including the High school. One large school has been added to our number during the past year by enlargement of the city boundaries, and three small, primary schools have been newly formed on account of the crowded condition of as many of the ward schools. The increase of school children has been very marked for three or four years past, and a number of the old schools had become crowded, which necessitated some method of relief. As no funds had been provided for new buildings, rented rooms have been fitted up, temporarily, accomodating between 200 and 300 pupils. The beginning of last year, in September, the lower grades, in nearly all the schools, were crowded, while, until the winter set in, the junior and senior rooms were comparatively small, but during the last term—the last half of the year—the higher grades were the more crowded, with no room to spare in the primary departments. A few years ago nearly all of the school buildings were arranged with large assembly-rooms for study and general exercises, while the recitations were conducted in small rooms away from pupils at study. This plan of buildings had existed from the organization of the city in 1848. During the last few years the board of education have been gradually remodeling these old houses, as they could secure the funds needed for such changes, till now there are only three or four where large rooms for study, with recitation-rooms off, are found, and these are only partially so arranged. One school-house in each of the last three years has been so re-arranged, and though the cost of such

changes has amounted, in each case, to several thousand dollars, it has, without doubt, been a good investment, producing improvement in the order and in the progress made by the pupils in their studies, and by enabling the teacher of each class to have the entire oversight and care of her pupils in all their school work, which, with the changes made in methods of teaching during the last ten years is of great value. The new buildings erected since 1875 are on the plan of a room for each teacher, except that the principals of the schools are to have an assistant to enable them to leave their rooms for the purposes of supervision, at pleasure, without leaving the pupils alone for any length of time.

ATTENDANCE.

It has been the aim of our teachers to reach the maximum percentage on daily attendance, based upon the average number belonging. During the last year one school had 93 per cent for the daily attendance, which was the lowest of all the schools. The others ranged from these figures to 97 per cent, while the average of all the schools was 96 per cent, nearly.

I am aware that different cities in the State have not the same basis for computing the average number belonging, and that so long as these differences continue we shall not be able to compare city schools with respect to the various statistics with satisfaction. I trust some uniform standard will soon be adopted which will correct these difficulties. Some measures have already been partially considered by the council of city superintendents of this State, and the matter was referred to a committee from that body to report at a meeting to be held in Binghamton, in November of the current year. In relation to the desirableness of uniformity there can be but one opinion, and this uniformity should include the country at large, not being confined alone to this State.

OVER-CROWDED SCHOOLS.

In our State children are allowed to enter the schools at five years of age, and in the large cities, where many of the working people have to make every effort to increase their means of subsistence, so that their income shall be equal to the out-go, young children are put into the schools as early as they can be, that the older members of the family may be relieved from their care and enabled to earn something to add to the general income. This over-crowds the lower grades with a class of pupils too young to take up a course of study, such as is ordinarily arranged for beginners. Many of these young children are fitted only for a kindergarten, and cannot do such work as will enable them to go to the advanced class. This, of necessity, keeps them with the beginning class for another term, helping to increase the numbers there, or, if promoted, as is sometimes done, they become a hindrance to advancement of the other pupils, fail to do the work, and fail of promotion. The worst of all, however,

is the fact that such conditions are discouraging to children and tend to make the school, to them, a prison and a place to be hated instead of loved, as it should be. Another cause of the over-crowded condition of schools comes from the fact that we are dependent upon the common council for the necessary appropriations for new buildings, and they cannot always see the necessity for increasing school accommodations, as they would if they were more directly connected with the school work; besides, our city has outgrown its charter, which needs revision so that the amount of money allowed the city for all expenditures shall be so increased as will give no occasion, from that cause, for restricting the funds needed for new buildings, or for repairs, or for any of the necessary expenses for making the schools as good as they should be.

SANITARY CONDITION OF BUILDINGS.

Most of the school-houses have been built a long time, and, of course, have no means of satisfactory ventilation; and it is difficult and expensive to so change them as to meet all the conditions of improved ideas on this subject, but this should be done regardless of the cost. Healthful and pleasant surroundings are of greater value for purposes of education than the public are prepared to appreciate. The newer buildings are not so destitute of facilities for getting pure air with the proper degree of temperature, although neither of these come up to the highest standard of excellence in this respect; and we have come to doubt the possibility of securing the best sanitary conditions without the aid of mechanical measures. Natural ventilation cannot be attained under all conditions and at all seasons, and ventilation is most needed at some season of the year when changes of atmospheric conditions cannot be secured by natural means. Some effort was made last year toward getting purer ventilation, which we hope to reach before long. The ideas of the past on this subject will not satisfy present times, and even now we may consider that only the infancy of this subject has been reached.

COURSE OF STUDY, ETC.

In regard to course of study, progress of the various classes, deportment and general conditions of school arrangement there has been little, if any, change so far as methods of work, but there has been advancement of pupils in a more intelligent comprehension of the subjects studied, and teachers have been better qualified to guide their pupils in the work assigned to them.

THE TRAINING CLASS,

designed for fitting teachers for supplying a part of the vacancies annually occurring, graduated 18 last year. Quite a number of these have been employed, either temporarily or permanently, and have

been in a great degree successful. This class has proven the best means for supplying our schools with teachers we have ever adopted.

Very respectfully submitted,
EDWARD SMITH,
Superintendent.

SYRACUSE, *November 1, 1886.*

TROY.

Hon. A. S. DRAPER,

Superintendent of Public Instruction:

SIR.—I respectfully submit the statements which follow in connection with the statistical report for this city, which is already in your hands:

ORGANIZATION OF SCHOOLS.

The schools of this city are organized under the titles of primary, intermediate and grammar schools, a High school and two orphan asylum schools, which have been placed under the care of the school board, in accordance with the statutes governing such schools. The course of study assigns the work of three years to each of the departments denominated primary, intermediate and grammar schools. The course in the High school demands four years for its successful completion. In the preparation and assignment of the curriculum for these schools, the guiding principle is comprehended in the idea of *the greatest good to the greatest number*, in what we conceive to be the subjects that experience seems to point out as very useful to the average citizen in subsequent life, and are also well adapted to the discipline and expansion of the intellectual faculties. We are doubtless very conservative in this matter, it may be *too* conservative, but the public common-school system of this State is not a sudden growth of whim or caprice. It is the slow evolution, during many years, of the study by thoughtful men and women, of the educational wants of the children of the State, and the result of the demands of the public, made known from time to time, through discussion and legislation. The product has been schools for New York, and not for people of foreign countries living under widely different conditions. While, therefore, our system is capable of great improvement, we have been very slow to adopt new means and measures with undue haste, and have adhered to whatever has stood the test of use and time. Whenever opportunity has permitted comparison of the practical results of our work with that done in other locations, and by what

are claimed to be methods superior to ours, we have not felt discouraged by the test, and remain somewhat old fashioned in our methods, believing in the existence of great value in good textbooks, in the utility of frequent test examinations, in the superiority of successful practice (even though it be somewhat empirical) over the finest theories of highly-trained and over-trained practitioners of finely-spun theories and new methods, which would be extremely valuable had Divine wisdom doubled or quadrupled the duration of the average human life. Neither, on the other hand, do we reject that which is new when it appeals to our reason and is clearly an improvement upon what is in present use, but gladly adopt the methods of others, when it is clearly to our advantage to do so. We study the wants of Troy and organize and direct, so far as we are able, the schools of Troy for the Trojan children.

REGISTRATION AND ATTENDANCE.

The net registration of pupils last year was 8,363, and the average daily attendance was 5,773. The average net registration for the past ten years was 8,307, and the average daily attendance for the same period was 5,472. Meantime our population has increased greatly, and with it the number of children of school age. The number of children registered in school remains nearly stationary, and the attendance has not increased in proportion to the increase of population. It is a redeeming feature, however, that the percentage of attendance on the number registered has increased, showing a steadier attendance.

The principal causes of this condition may be found in the great demand for the services of young persons in the various manufacturing establishments of this city. Probably 10,000 women and girls are daily employed in the buildings devoted to the manufacture of shirts, collars and cuffs in the different stages of production. The wages paid are considered good, and constitute a great temptation to children to leave school at an early age to enter these manufactories. Almost as many more are employed, more or less, regularly at home on the same articles; for at some stages of manufacture the goods are sent outside to be handled at the homes of the operatives. Next, the erection of parochial schools and the strenuous efforts of the authorities of the Roman Catholic Church to control the education of the children of the church has a considerable effect upon our attendance. Two congregations have erected and now occupy large and well-equipped buildings devoted entirely to school work. A third congregation is now erecting a similar building. Other causes made last year a peculiarly unfortunate year. In February a sudden thaw, causing a breaking up of the ice of the upper Hudson, and the formation of an ice gorge just below the city, flooded a large part of the low grounds, closing schools, flooding tenements, and producing in a large district a great amount of sickness. From this we have hardly recovered at this time.

NEGLECTED CHILDREN.

Under this head I wish to suggest a line of thought which I hope will arouse the attention of the school authorities of our large municipalities, for the subject is a serious one, and the statements made here, I fear, will simply outline what may be found in every large city. I do not speak of truant children, but of those who are in no better school than the school of the street. In 1880, when the United States census returns for the city had been filed at the county clerk's office, with competent assistance I made an accurate census of persons of school age residing in this city, and classified the census according to the years from 5 to 21. The number of persons from 5 to 13 years of age (including both years), was 10,595. The best data in my possession make the number in the same range of ages, at the present time, very near 12,000 — more rather than less. In 1885-86, there were 8,363 pupils enrolled in the public schools. Of these many, of course, attended school for a very brief period. Add to this number those of similar age enrolled in private and parochial schools — say 1,200, which I think is a liberal estimate, and we have a total enrollment of 9,563 persons of the indicated ages. It is startling to conclude that, under the most favorable statement that we can make, about 2,500 children under 14 years of age were not in attendance for any portion of the year in any school whatever. If this condition of affairs is widely prevalent (and I think it is), we have before us a grave problem worthy the serious attention of our wisest men for reasons too apparent to require mention here. If mention is made of the laws looking toward compulsory education as a remedy, there comes forward another consideration, namely, the extent of our school accommodations. The public schools furnish 7,907 sittings. The number provided by other schools may be estimated at 2,000, making in round numbers 10,000, which is an outside estimate. To gather in the absentees and secure a regular attendance of those who are in school a part of the time would sorely tax our capacity to seat and instruct our children. I hope this subject will receive the attention which it deserves.

GENERAL REMARKS.

The work done in our schools is creditable to the teachers, who are mostly the product of our own schools. Business men speak in favorable terms of the abilities of our boys and girls when they are called to positions of trust and responsibility. Our buildings are in a fairly good condition. Since my connection with the schools, six good and commodious school-houses have been erected, four of them supplanting old structures and enlarging the accommodations in a material degree. Physiology and hygiene are now taught, under the law, in every grade. Oral work, at least once a week, prevails during the first five years.

Industrial drawing also prevails through the course, and is taught

with special reference to its application to the mechanical arts. It has a special supervisor. Vocal music is practiced daily, and is a source of great gratification to all concerned. It is thoroughly systematized and graded by a special teacher.

Other matters, which might be named in this report, are omitted because of the demands which imperative duties make upon my time.

Very respectfully, your obedient servant,
DAVID BEATTIE,
Superintendent.

TROY, *December 1, 1886.*

UTICA.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—In compliance with your request, I herewith submit the annual report of the public schools of the city of Utica, for the year closing August 20, 1886 :

SCHOOL PROPERTY.

There are now 18 school-houses owned by the city. Many of these buildings have been erected within a comparatively recent period, and are models of convenience, comfort and healthful sanitary conditions. While they are not conspicuous, as in many cities, for showy and expensive architecture, they yet present a neat, substantial appearance, equally creditable to the good judgment of the board, and the acknowledged liberality of our citizens. As I have stated in previous reports, there yet remain a few of the older buildings, which from long use, limited capacity, and their original inconvenient arrangement, are wholly unsuited to the growing demands of the school population in their respective localities.

VALUATION OF SCHOOL PROPERTY.

The total valuation of the school buildings, including sites, furniture and appurtenances, as per detailed statement, is \$395,266.52. The library, including site, furniture and books, is valued at \$20,958.00. Total value of all school property under the care of the board, \$416,224.52.

SCHOOL ATTENDANCE.

The number of pupils enrolled during the year was: In the primary department, boys, 1,532; girls, 1,460; total, 2,992; intermediate

department, boys, 900 ; girls, 929 ; total, 1,829 ; advanced school, boys, 339 ; girls, 422 ; total, 761 ; academy, boys, 70 ; girls, 97 ; total, 167 ; evening schools, boys, 235 ; girls, 45 ; total, 298. Total enrollment in all the schools, boys, 3,096 ; girls, 2,951 ; total, 6,047 ; being a decrease in the evening schools of 207, and an increase in the day schools of 295, as compared with last year's enrollment.

AVERAGE YEARLY ATTENDANCE.

The average attendance in the primary department was, boys, 1,006 ; girls, 932 ; total, 1,938 ; intermediate department, boys, 693 ; girls, 716 ; total, 1,409 ; advanced, boys, 287 ; girls, 344 ; total, 631 ; academy, boys, 64 ; girls, 80 ; total, 144 ; evening schools, boys, 130 ; girls, 24 ; total, 154.

Per cent of average attendance on number enrolled : primary department, boys, 66 ; girls, 64 ; total, 65 ; intermediate department, boys, 70 ; girls, 77 ; total, 74 ; advanced, boys, 85 ; girls, 81 ; total, 83 ; academy, boys, 91 ; girls, 83 ; total, 88 ; average per cent in all the schools, including the evening schools, boys, 80 ; girls, 76 ; total, 78.

The number of pupils to a teacher is, in the primary department, 54 ; intermediate department, 36 ; advanced, 33 ; academy, 33. General average, 41.

The age of pupils in primary department, 7.2 ; intermediate department, 10.4 ; advanced, 13 ; academy, 16.9 ; evening schools, 10.3.

SUSPENSIONS.

The whole number of suspensions from school for gross misconduct is 25, which were all confined to the lower grades ; none being reported either from the academy or advanced schools. These suspensions were mostly temporary, although a few of the more incorrigible were transferred to the house of correction, in the hopes of effecting, by this means, that reform in their conduct and lives which both teachers and parents were powerless to accomplish at home.

EVENING SCHOOLS.

Although the enrollment of these schools was comparatively large, I much regret to state that the average attendance by no means corresponds with such enrollment. Such a broad discrepancy can only be accounted for upon the basis of certain conditions which surround the lives and govern the conduct of this class of pupils. Many of them are children undisciplined either by education or parental authority, having no just conception of the value of learning, or school privileges. They are attracted by the novelty of the evening school, or the amusement it is supposed to offer ; and when these have ceased, they seek other, more congenial places of resort. Others enter, to eke out as best they may in the intervals of other duties, the limited amount of knowledge they already possess only to the

extent of transacting the most ordinary business ; hence the school sinks into minor importance, or entire neglect. But of another class we must enter a more considerate judgment ; those who come from shops, stores and factories, and who form a considerable number of evening school pupils. These are obliged to work at their respective vocations ten hours daily, and if to this be added the time necessarily consumed in going to and returning from homes, often remotely located from business, we shall find that these children are engaged in actual labor from ten and a half to eleven, or possibly twelve hours each working day of the week. Now it is a well-known fact that such continuous physical strain upon growing childhood must in effect depress all the vital forces of life, or altogether reduce them to their very lowest working conditions. It is not strange, therefore, if children subjected to this ordeal are often obliged to forego the night school, and recuperate their wasted energies by needful rest to meet the stern exactions of the coming day. Irregular attendance of this class of children can well be excused. Although these, together with many kindred obstacles, stand boldly opposed to the best success of these schools, there yet remain sufficient reasons for their continuance.

There are always more or less pupils who keenly feel the deprivations of school privileges to which from early life they have been subjected, and are anxious to supply this deficiency by earnest, persevering effort, often crowned with most gratifying success. Such pupils will favorably compare with scholars of the best rank in the day schools.

The general working of the evening schools, when contrasted with that of the earlier years of their organization, is in every respect hopeful and encouraging. Their usefulness increases as their purpose and privileges become better understood by those most benefited.

Many are reaping the reward of close, attentive application to their studies, even though it be at the expense of needful rest after hours of wearying physical toil. The work of these schools during the winter was marked by unusual success. The discipline was relatively good and easily maintained, the average attendance fair, and a spirit of enthusiasm seemed to pervade the schools, which assured the most successful results.

COMPULSORY EDUCATION.

I cannot close this report without renewing my time-worn, but earnest protest against that laxity of State and municipal school law which permits so many children to roam idly about the streets, in a neglected, forlorn condition, regardless alike of school duties and privileges. The fact cannot be ignored that these same children, however ignorant or vicious, must soon become in the community an active, living force, exerting a prejudicial influence upon the cause of good morals, and the welfare of society at large. Public interests

demand that the perpetual influx of lawlessness, vagrancy and crime in the community by juvenile offenders should be held under vigorous restraint by every legitimate means. We owe ourselves the duty, as a protective measure, to properly train, in the public schools, these children to habits of order, industry and study, and thus to lay a permanent foundation whereon to build good characters and virtuous lives. In default of the parent to perform this duty, then, as custodians of these wards before the law, we are morally bound to enforce, if need be, attendance of every such child at school, until they have secured a thorough rudimental education. The imperative need of a compulsory school law comes like a wail of wrong and distress, not alone from street children, but from scores of others deprived of school privileges, who are forced to hours of weary toil, at a sacrifice of health, if not of their young lives. Intemperance, and consequent poverty in the family, subject great numbers of children to the abject necessity of sacrificing school to earn a scanty pittance for themselves and family. From these grievances and wrongs there seems to be but little moral, and no legal redress, save in a sweeping compulsory law, defying avarice, vice and cupidity of the parent on the one hand, negligence and indifference on the other, and thus to rescue from ignorance and degradation this unfortunate class of children and youth. This object can be secured by one of two ways: first, by amending the State Compulsory Education Act, so that boards of education in the cities can enforce it; or, second, by establishing a city industrial school as recommended in my annual report for 1879.

RELATIONS OF TEACHERS AND PARENTS.

The relations of teachers and parents are usually of a friendly and harmonious character, and as such prove a most valuable aid to each, in the settlement of serious difficulties that may arise between pupils and teachers. Exceptions, however, occur where the parent assumes a hostile attitude without taking the trouble to inform himself of the facts regarding questions at issue. He feels wronged and aggrieved by fancied insults from the teacher, as set forth by his child; never for a moment suspecting himself as the unwitting dupe of prevarication or malicious falsehood, and at once vigorously proceeds to defame the teacher and condemn the school. Upon provocation of this kind did the parent reserve judgment until, by an interview with the teacher, he became fully and correctly informed of the matter in dispute, he would no doubt pursue a more consistent course. Reliable information may always be obtained from the teachers, who, it is believed, have neither the desire nor opportunity to misrepresent any transaction in their school work; hence their statements ought to be received as conclusive evidence upon all questions of grievance which may arise.

DISCIPLINE.

The discipline of the schools is firm, but aims so far at conservatism as to avoid wide extremes in its general application. The arbi-

trary exercise of absolute power usually defeats its own purpose, and the school-room offers no exception to this rule. Nor are the lax, ill-digested methods sometimes employed, productive of better results. Discipline based on the principles of justice, tempered with kindness, firm and unflinching in character, must always be maintained in every well-ordered school; but teachers are at all times enjoined to use the utmost discretion in the manner and degree of punishments which it may become necessary to inflict. Corporal punishment, although not strictly prohibited, is never advised and seldom resorted to. It may temporarily subdue, and hold in servile obedience, but it never elevates or truly reforms the transgressor.

LECTURES.

The lecture course before the teachers' association last winter was remarkably successful. While the lectures were, in the main, for the instruction of the teachers, yet they were of so general a character as to interest the citizens generally, who were invited to attend; and I am pleased to state the hall was usually well filled with teachers and citizens, who seemed to take deep interest in the subjects presented.

TEACHERS' LIBRARY.

I desire to express thanks to the board on behalf of the superintendent and teachers, for the establishment of a teachers' library, containing about 200 volumes. These works include the most approved authors on methods and practice in teaching, besides miscellaneous books, having direct reference to the same subject. While seeking to avoid visionary and purely speculative theories in methods, teachers must keep abreast of all real improvements in their work. These, so far from being the growth of a day, are usually the outcome of long years of experience and careful observation by intelligent, faithful workers, whose wise counsels can only be utilized through the written page.

LIBRARY.

The city library still retains its strong hold upon the community, and has become a powerful factor in general education. During the year which closed July 1, 1886, there were drawn 5,870 volumes of history, biography and science, 19,368 novels, and 15,470 volumes of juvenile literature, a total of 40,708. There are in the library about 11,000 volumes. The reading-room connected with the library proper is now used solely for consulting books of reference; to these such other reading matter might profitably be added as shall meet the requirements of such of our citizens who may be unable to procure for themselves the current literature of the day, but would gladly improve such opportunity were it afforded. As this room is furnished, warmed and lighted, it might be utilized with greater benefits than at present by placing on file leading magazines, newspapers and journals accessible at all regular library hours.

A pressing need exists for a larger appropriation of money for library purposes, the present amount being insufficient to meet the demands for repairs to old books, replacing those worn out, and the purchase of new ones.

FUTURE NEEDS.

A word in this connection may be appropriately said upon the comparative size of public school buildings, as regards economy in construction, convenience of, and special adaptability to general school work.

So far as expense is concerned, it may be said that the relative cost of a site for a building which shall serve for 500 pupils, or for one-half that number, is a trifling item; the same relation holds true in a measure between the cost of erecting larger or smaller buildings; foundations, superstructure, seating and general finish, including heat, water, plumbing, etc., are to be provided in one case as in the other, and, within the limits prescribed, do not materially increase the cost of the larger building over the smaller. The ward school buildings are now, and will always be located within easy distance of their patrons, so that pupils are not subjected to exhaustive walks, or undue exposure in reaching their respective schools. The advantages of the larger buildings are manifold. The cost is not proportionately increased, while the benefits gained are important. The architectural effects would be more harmonious with other public buildings of the city, while the running expenses would be very materially lessened. The most important point, however, to be gained is the means for closer classification and efficient work which the larger house affords. An increased number of recitation-rooms thus secured would, by diminishing the size of classes, enable the teacher to maintain much closer supervision over the class by giving each member careful examination upon topics of the lesson under consideration. It is a fact conceded by all experienced educators, that one great impediment in the way of thorough efficient work, by either pupils or teachers, lies in the overcrowded condition of the class-room. The teacher is overtaxed, interest flags, laggards escape close scrutiny, and at the best with the limited time at command, the work must be done in a hurried, superficial manner, and is as unsatisfactory as it is incomplete.

Again, owing to the deficiency of recitation-rooms in the smaller buildings, teachers are compelled to conduct their recitations in the study-room proper. This is very objectionable for the following reasons: First, no teacher, unless gifted with superhuman powers, can perform thorough, efficient work, and at the same time maintain general oversight of the entire school. The mind must be relieved of outside pressure, and concentrated upon the subject in hand, if a clear exposition of the lesson is to be made, or a correct understanding of the same be obtained. In the next place the attention of the study classes is unavoidably diverted from their own lessons, which are often upon entirely different topics, while the recitations are progressing, especially when teachers, as they should, enter with ear-

nestness into a full, vigorous discussion of the lesson under consideration.

Fully tested experiment proves that pupils cannot make as satisfactory progress in their studies when the study-rooms and recitation-rooms are combined, and in this city, as in many others, I am pleased to state that this antiquated plan is being abandoned whenever new houses are built or old houses remodeled.

The policy of building larger houses was adopted by the board in 1871. In 1870 the average number of pupils to a teacher was, in the primary department, 79; in the intermediate, 61. This ratio in the present year is reduced to 54 and 36, respectively, as the outcome of building larger houses.

By reason of the introduction of a grammar grade into the ward schools, combined with an increased school attendance, a pressure has arisen for more recitation-rooms in the academic building.

The laboratory and reception-room are now both used for class work. These rooms are not only unsuitable and inconvenient, but are needed for their legitimate use in the conduct of the school.

This embarrassment may be relieved by the erection of a rear addition to the present building, of sufficient size to furnish the requisite amount of room for the purpose named, and at the same time allow the introduction of other needful improvements in which this building was always notably deficient, but which now have become absolutely indispensable to the general sanitary condition of the school. The addition need be but one story and a half, and so arranged that the rear wall of the present building would serve for the main wall of the addition. The expense therefor would not be heavy.

The establishment of many new industries, together with the enlargement of several older ones within the past five years, has largely added to the population of our city; and in the same ratio increased its material prosperity. It is believed that the stimulus of remunerative labor, attractive location, and the superior social and educational privileges to be found here, will not only fully sustain this healthful growth, but will prove important factors in the future development of our abundant resources, with a corresponding increase of population naturally to follow. Should this prediction be verified, it will then become necessary to raise the ward schools to a full grammar grade. This has already been partially accomplished with the most gratifying results.

The claims of business, perhaps the demands for self-support or that of dependent families, at an early age, often press heavily upon a large per cent of our juvenile population, virtually cutting them off from means and opportunity for acquiring more than a scanty elementary education, hardly sufficient in scope to fit them for ordinary business pursuits.

This deficiency would be met and tolerably well supplied by the additional two years in the elementary schools, and in many instances parents would gladly avail themselves of these privileges if brought to their immediate neighborhood.

When this plan is adopted the advanced school will be relieved to that extent that one year of the academic work can be done in that school, thus permanently relieving the academy and advanced school buildings, which are now taxed to the utmost extent of their seating capacity.

CONCLUSION.

In conclusion it gives me great pleasure to note the uniformly prosperous condition of the schools of this city. Their progress is steady, the work systematic and thorough, and in the main satisfactory. The discipline is liberal in policy, but firm and uncompromising. It is based on the fundamental principle of personal and moral accountability, which aims to cultivate and develop moral ideas of right and wrong, rather than marked sentiments of fear, or a spirit of unwilling obedience to arbitrary demands. It is not, however, claimed that the widest possibilities within the vast range of educational systems and methods have yet been reached, or the highest practical results secured, but it is believed that the work accomplished by our public schools is steadily improving, and keeping well up to the best standard of modern education.

The annual examinations in all departments during the year were remarkably well sustained, resulting in the transfer of an unusually large number of pupils to higher grades. The academy graduated at the close of the year, in full or partial course, a class of fifty pupils, being an excess of twelve over that of any previous year in the history of the institution; a fact not less gratifying in character than significant of the popular appreciation of this most valuable adjunct of our public schools. Music as a science was introduced into the schools something over thirty years ago, and for many years taught without instrumental aid of any kind. To-day every public school building in the city is furnished with one or more pianos — thirty in number, at a valuation of not less than \$7,500. A notable circumstance, and perhaps without precedent in this connection, is the fact that the purchase-money for these instruments has, with few exceptions, been furnished from proceeds of musical entertainments, given at various times, by the school children, under the direction of our efficient music teacher, Professor S. U. Cookinham.

The sanitary condition of the schools remains good, although not exempt from casualties, and the ordinary diseases incident to childhood, yet the routine work of the schools has not been interrupted by any severe form of epidemic disease. Permit me to say that our corps of teachers deserves high commendation for their assiduous labors in the various departments to which they are assigned, and who by earnest, intelligent effort aim to promote the best welfare of those committed to their charge. Personally I am under renewed obligations to them for their cheerful co-operation in all plans devised to advance the cause of popular education.

A. McMILLAN,
Superintendent.

UTICA, August 20, 1886.

WATERTOWN.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.— In accordance with your request, I have the honor to present herewith a statement of the condition of the schools under my charge :

SCHOOL ACCOMMODATIONS.

There are nine school buildings, a list of which I will give you, with the capacity of each, and also the actual number in attendance :

| SCHOOL. | Capacity. | Attendance. |
|---------------------|-----------|-------------|
| High school..... | 275 | 216 |
| Academy street..... | 500 | 312 |
| Arsenal street..... | 450 | 331 |
| Boon street..... | 200 | 149 |
| Bradley street..... | 40 | 32 |
| Cooper street..... | 140 | 137 |
| Factory street..... | 40 | 39 |
| Lamon street..... | 400 | 358 |
| Mullin street..... | 100 | 93 |
| Totals..... | 2,145 | 1,667 |

This table shows how little margin we have, even with our average attendance. Now, if I should add that the number enrolled, and actually belonging to the schools, is over 1,800, our need of more room will be still more apparent.

This is especially true as regards certain districts. On the north side, or, as we call it, "over the river," the city is growing very rapidly, but there are only three school-houses — all of them small; Bradley street, Cooper street and Factory street, two of which have only the three lower grades, and the other, Cooper street, has five.

Not only is it true that the buildings, small at best, are overcrowded with the scholars belonging to these lower grades, but those who belong to the upper grammar grades are obliged to go a long distance to Lamon street and Arsenal street schools in order to complete their course before going to the High school. This, too, in the face of the fact that those school-houses, especially Lamon street, are barely large enough to accommodate the scholars in their own districts. The matter is now before the board, and will probably have attention in the near future.

The Factory street building should be condemned at once, as it is not fit for school purposes; and unless the school lot at Cooper street can be properly drained — there is no sewer in that street at

present — I would recommend that a new building be erected at such a point as would accommodate both the Cooper street and Factory street districts, and that the scholars be carried at least two grades higher than they are now at Cooper street.

A NEW BUILDING.

For some years there has been just complaint in our second ward in regard to inadequate school accommodations. The building, an old stone structure, was too small, and the upper story, in case of a panic, positively dangerous. This last year an entirely new building was erected directly in the rear of the old (which was torn down in vacation), at a cost of over \$20,000.

The building, as completed, is entirely of brick, with slate roof. There is a vestibule, 8x18, one story, opening directly into a hall, 12x49, containing a flight of stairs on either side, leading to upper hall; as also two entrances into large study-room, with fire-escape therefrom. The study room is 46x49, 13-feet ceiling, with a seating capacity of 250 pupils. There are four ventilating flues, 10x16 each, and the room is heated by four registers, indirect radiation, air taken from outside, and two steam radiators, direct radiation. The opening into rear hall is seven feet in width. This hall is 12x36, containing staircase (four feet), leading to upper hall; and entrances, two on each side, leading to the recitation-rooms. These recitation-rooms — four in number, two either side — are each 18 feet square, heated each by one direct and one indirect radiator, well lighted and ventilated. The closets are in a separate building, connected with the main building by a vestibule. The plan, size of rooms, heating and ventilating facilities of upper floors are exactly the same as those of lower.

The building has been entirely completed, supplied with new school furniture, and, as occupied to-day, is not only creditable in appearance, but will rank with any in this part of the State, in point of comfort and convenience.

OTHER BUILDINGS.

Including the new Academy street, just described, we now have six good school buildings. I have already pointed out the objections to two others, viz.: Cooper street and Factory street. It now remains for me to speak of the ninth, Mullin street. Situated in the third ward, the richest ward in the city, one would naturally expect adequate school accommodations. Instead of this being true, the building is, next to Factory street, the poorest in the city; badly ventilated, entirely too small, and, in short, a source of just complaint and dissatisfaction to the tax payers of that ward. Fortunately the new Academy street building is large enough to accommodate, for the present, all who desire to go from the third ward, but the time is not far distant when a new building will be demanded.

Perhaps I have been needlessly explicit in describing the condition

of the school property, but surely, in such a prosperous little city as ours, the matter of proper school accommodations should not be overlooked.

CENSUS, ATTENDANCE AND RATE OF TAX.

My last census shows a school population (5 and 21 years) of 3,338, of which 60 per cent are enrolled in our schools, and about 50 per cent in actual daily attendance. This showing is certainly encouraging, and should be an unanswerable argument to the chronic grumblers—very few in number with us, I am happy to say—who, in the curtailment of expenses, invariably single out the schools as the first point of attack. As a matter of fact, the rate of school tax in this city, for the past ten years, has been exceedingly moderate, as the following table will show:

| YEAR. | Whole assessment. | Rate. | School requisition. | Rate. |
|-------------|----------------------|--------|------------------------|--------|
| 1876 | \$59,715 00 | \$0 84 | \$23,500 | \$0 31 |
| 1877 | 59,960 00 | 86 | 21,000 | 30 |
| 1878 | 60,760 00 | 97 | 20,000 | 31 |
| 1879 | 58,153 50 | 1 06 | 18,000 | 33 |
| 1880 | 47,667 86 | 95 | 18,000 | 36 |
| 1881 | 44,482 59 | 89 | 18,000 | 35 |
| 1882 | 50,934 75 | 89 | 18,000 | 31 |
| 1883 | 52,173 44 | 1 04 | 24,800 | 49 |
| 1884 | 58,081 73 | 1 16 | 26,300 | 50 |
| 1885 | 59,933 23 | 1 10 | 26,500 | 48 |

From these statistics it will be seen that, while the average total rate per \$100 has been .97+, the average rate of tax for school purposes has been but .37+. When one considers that, in this same period of ten years, one new school building has been erected and two others entirely rebuilt and enlarged at an expense of over \$40,000, beside the ordinary school expenses, it cannot be claimed that our people have been exorbitantly taxed.

ENCOURAGING.

I have to report an encouraging condition both as regards the scholarship and the discipline of my schools, and the continuous transfer from select and parochial schools to the public schools argues well for the growing popularity of the latter.

In conclusion I would express the sincere hope that the time will come when the public schools, not only in this city, but all over the State, will become so efficient that both select and parochial schools will be entirely unnecessary.

Yours very respectfully,

FRED. SEYMOUR,

City Superintendent.

WATERTOWN, December 4, 1886.

YONKERS.

Hon. A. S. DRAPER,

Superintendent of Public Instruction:

SIR. — The following report of the schools under my supervision for the year ending August 31, 1886, is respectfully submitted:

FINANCIAL.

The accompanying financial statement shows our expenditures in detail and, if they are unusually large, it will be noticed that they include items not generally found in reports of city schools throughout the State. Some of these items are, for truant officers' wages, books and stationery, school supplies, rent, evening schools, Christmas gifts to the primary classes, books for public library, and salary of librarian.

The receipts and expenditures for the year were:

Receipts.

| | |
|---|--------------|
| Cash balance on hand September 1, 1885..... | \$3, 389 09 |
| Raised by city tax | 53, 021 80 |
| State apportionment | \$9, 459 78 |
| Less one per cent paid to supervisor..... | 94 60 |
| | <hr/> |
| | 9, 365 18 |
| From banks, for interest on deposits | 82 00 |
| From sale of old furnaces..... | 40 00 |
| From insurance companies, for loss by fire at office... | 503 50 |
| | <hr/> |
| | \$66, 401 57 |
| | <hr/> |

Expenditures.

| | |
|--|--------------|
| Teachers' wages..... | \$37, 367 45 |
| Salaries of superintendent and clerk... | 3, 750 00 |
| Janitors' wages..... | 2, 626 00 |
| Truant officers' wages..... | 300 00 |
| Books and stationery..... | 2, 804 81 |
| Furniture and school supplies..... | 649 06 |
| Advertising and printing. | 272 55 |
| Gas and fuel..... | 2, 354 53 |
| Water | 237 81 |
| Repairs and supplies..... | 4, 262 57 |
| Rent | 1, 140 00 |
| Insurance | 32 70 |
| Alterations in heating and ventilating apparatus.... | 2, 385 40 |
| Evening schools | 2, 794 37 |

| | | |
|--|----------|------------------------|
| Freight, expressage, telephone..... | \$157 20 | |
| Christmas exercises, industrial exhibition | 346 64 | |
| New books for library, catalogues and re-binding books..... | 1,359 13 | |
| Taking census..... | 225 00 | |
| Permanent improvements..... | 964 90 | |
| Sundries, legal expenses, petty cash.... | 570 94 | |
| | <hr/> | \$64,601 06 |
| Cash balance on hand September 1, 1886..... | | <hr/> <hr/> \$1,800 51 |

TABLE No. 1.

Registration.

| | Boys. | Girls. | Total. |
|-------------------|-------------------|-------------------|-------------------|
| High School | 86 | 73 | 159 |
| No. 1 School..... | 34 | 23 | 57 |
| No. 2 School..... | 697 | 669 | 1,366 |
| No. 3 School..... | 80 | 63 | 143 |
| No. 4 School..... | 33 | 23 | 56 |
| No. 5 School..... | 48 | 38 | 86 |
| No. 6 School..... | 562 | 455 | 1,017 |
| Totals | <hr/> 1,540 <hr/> | <hr/> 1,344 <hr/> | <hr/> 2,884 <hr/> |

TABLE No. II.

Daily Attendance.

| | Boys. | Girls. | Total. |
|--------------------|-----------------|-----------------|-------------------|
| High School | 66 | 53 | 119 |
| No. 1 School | 13 | 10 | 23 |
| No. 2 School | 445 | 431 | 876 |
| No. 3 School | 47 | 29 | 76 |
| No. 4 School | 14 | 10 | 24 |
| No. 5 School | 18 | 16 | 34 |
| No. 6 School | 346 | 286 | 632 |
| Totals.. | <hr/> 949 <hr/> | <hr/> 835 <hr/> | <hr/> 1,784 <hr/> |

TABLES Nos. III AND IV.

No. III. *Average number belonging, being whole attendance on number present each week.* No. IV. *Attendance per cent of Enrollment.*

| | Boys. | No. III Girls. | Total. | No. IV. |
|--------------------|-------|-------------------|--------|---------|
| High School..... | 70 | 57 | 127 | 71.1 |
| No. 1 School | 17 | 11 | 28 | 40.4 |
| No. 2 School | 486 | 469 | 955 | 64.1 |

| | Boys. | No. III. Girls. | Totals. | No. IV. |
|--------------------|-------|--------------------|---------|---------|
| No. 3 School | 53 | 34 | 87 | 53.2 |
| No. 4 School | 19 | 13 | 32 | 42.9 |
| No. 5 School | 24 | 17 | 41 | 39.6 |
| No. 6 School | 377 | 316 | 693 | 62.1 |
| Totals..... | 1,046 | 917 | 1,963 | *61.8 |

TABLE NO. V.

| SCHOOLS. | AGES. | | | | | | | | | | | | | | | | Average age of all in each school. | Totals. |
|-----------------|-------|-------|-------|-------|-------|-----|-----|-----|-------|-------|-------|-------|-------|-------|-------|------|--|---------|
| | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | | | |
| High School... | ..... | ..... | ..... | ..... | ..... | ... | 1 | 2 | 21 | 36 | 43 | 34 | 13 | 5 | 4 | 15.0 | 159 | |
| No. 1 School .. | 6 | 4 | 5 | 13 | 3 | 3 | 8 | 4 | 5 | 3 | 1 | 2 | ..... | ... | ... | 9.4 | 57 | |
| No. 2 School .. | 75 | 143 | 133 | 169 | 159 | 178 | 178 | 152 | 79 | 65 | 24 | 9 | 2 | ..... | ... | 9.5 | 1,366 | |
| No. 3 School .. | 22 | 29 | 21 | 27 | 23 | 15 | 2 | 4 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 7.4 | 143 | |
| No. 4 School .. | ..... | 3 | 3 | 10 | 7 | 4 | 10 | 5 | 4 | 5 | 1 | 1 | 3 | ... | ..... | 10.6 | 56 | |
| No. 5 School .. | 3 | 8 | 13 | 8 | 6 | 9 | 12 | 10 | 11 | 2 | 4 | ..... | ..... | ..... | ..... | 9.8 | 86 | |
| No. 6 School .. | 45 | 95 | 102 | 121 | 122 | 126 | 118 | 121 | 96 | 44 | 22 | 3 | 2 | ... | ..... | 9.6 | 1,017 | |
| Totals... | 151 | 282 | 277 | 338 | 320 | 335 | 329 | 298 | 216 | 155 | 95 | 49 | 20 | 5 | 4 | 9.8 | 2,884 | |

EVENING SCHOOLS.

Evenings taught..... 74

Registration.

| | Boys. | Girls. | Total. |
|-------------------------|-------|--------|--------|
| School No. 2..... | 210 | 46 | 256 |
| School No. 6..... | 117 | 53 | 170 |
| Mechanical drawing..... | 45 | .. | 45 |
| Totals | 372 | 99 | 471 |

Average Number Belonging.

| | Boys. | Girls. | Total. |
|--------------------|-------|--------|--------|
| School No. 2 | 88 | 32 | 120 |
| School No. 6 | 60 | 27 | 87 |
| Drawing | 25 | .. | 25 |
| Total | 173 | 59 | 232 |

* In all the schools.

Average Attendance.

| | Boys. | Girls. | Total. |
|--------------------|-------|--------|--------|
| School No. 2 | 59 | 27 | 86 |
| School No. 6 | 46 | 21 | 67 |
| Drawing | 20 | .. | 20 |
| | <hr/> | <hr/> | <hr/> |
| Total | 125 | 48 | 173 |
| | <hr/> | <hr/> | <hr/> |

FREE TEXT-BOOKS.

The books and other necessary school supplies were furnished free of cost to their pupils by Schools Nos. 1, 2 and 6 during several years preceding the consolidation of the districts under one board in 1881. The act of consolidation and incorporation under the present system by the Legislature directed the board of education to provide all suitable text-books and facilities for the proper instruction of the children. In conformity with that act all books, stationery and school supplies of every kind are furnished free of cost to the pupils. The advantages accruing to schools so supplied are obvious, and the cost to the community is much less than when the children are required to furnish their own books and other supplies, because the entire list is bought at a great reduction from retail prices and a set of books is used for several years by successive classes in a grade.

EVENING SCHOOLS.

I have included a report of the evening schools which have been maintained so long that they may be regarded as established in our educational system.

These schools are preparing for good citizenship those who will otherwise grow up in ignorance, and ought, I believe, to participate in the funds appropriated by the State for the education to its youth.

BUILDINGS.

This board has six houses for grammar and primary schools. Two of these buildings have been erected within the last three years, and extensive alterations have been made in another into which the Rutan system of heating and ventilating has been introduced. Nearly all the class-rooms in the old school buildings are fairly well lighted and ventilated. Great care has been taken to secure not only the best results in lighting, heating and ventilating the new buildings, but also to observe the best hygienic principles in all respects.

A new brick and stone house containing eight rooms, each 26x34 feet, with ceilings 14 feet high, is now in process of erection, and will be ready for occupancy in the spring of 1887.

The buildings occupied by the High School and public library are private property and are rented by the school board.

Our schools are furnished almost wholly with single desks. No other desks have been bought in the last five years, and during that time most of the old double desks have been converted into single ones.

CHILDREN WHO DO NOT ATTEND SCHOOL.

I quote on this subject from my report of July 12:

"The school census of June, 1885, furnishes the following information:

| | |
|---|-------|
| Number of children from 5 to 21 years of age | 8,076 |
| Number of children from 8 to 14 years of age | 3,754 |
| Number of children attending Catholic schools | 1,424 |
| Number of children attending other private schools | 245 |
| Making number of children attending all private schools . . . | 1,669 |

"The number given as attending all private schools is nearly four-sevenths of that attending the public schools. The number of public school children is shown to be 2,884, of whom 1,836 are between the ages of 8 and 14 years. If the same proportion is maintained in the private schools the number between the ages of 8 and 14 years in attendance there will be 946, making a total of 2,782 children of an age to come within the scope of the truancy law who are attending school, either public or private. The census enumerates 3,754 such children. Apparently nearly 1,000 children of such age that the law says they shall attend school at least 14 weeks in the year do not attend at all. The number of absentees may not be as large as it appears, because the proportion of pupils between 8 and 14 years may be larger in the private than in the public schools, and only in the latter have we definite information on this point, besides the number attending Catholic schools is probably somewhat greater than last year, but all possible allowances will not explain the difference.

"If we assume all pupils reported as attending private schools to be between 8 and 14 years and add the number known to be included between those ages in the public schools we have 3,505, or 249 less than the census enumeration.

"The conclusion is inevitable that many young children are either kept at work in defiance of the law, or still worse, are receiving only the dangerous education of the street. By such ratio as they bear to the whole number they will substantially swell the ranks of ignorance and vice, and instead of contributing to the elevation of society and the maintenance of the State, will become a degradation to the one or a tax on the other.

"Your early attention should be given to this subject, and measures should be adopted to remedy this evil which I am confident is rapidly becoming worse."

INDUSTRIAL TRAINING.

We have accomplished something in industrial training, but our efforts in that direction have not been systematic nor such as to test the educational advantages of any definite line of work.

CONCLUSION.

There is little to be said specially of the different branches of study and school work. A faithful and well prepared corps of teachers are carrying forward their work with a good measure of success, and fully sustaining their part in the attempt to keep abreast of the educational progress of the time.

Yours truly,

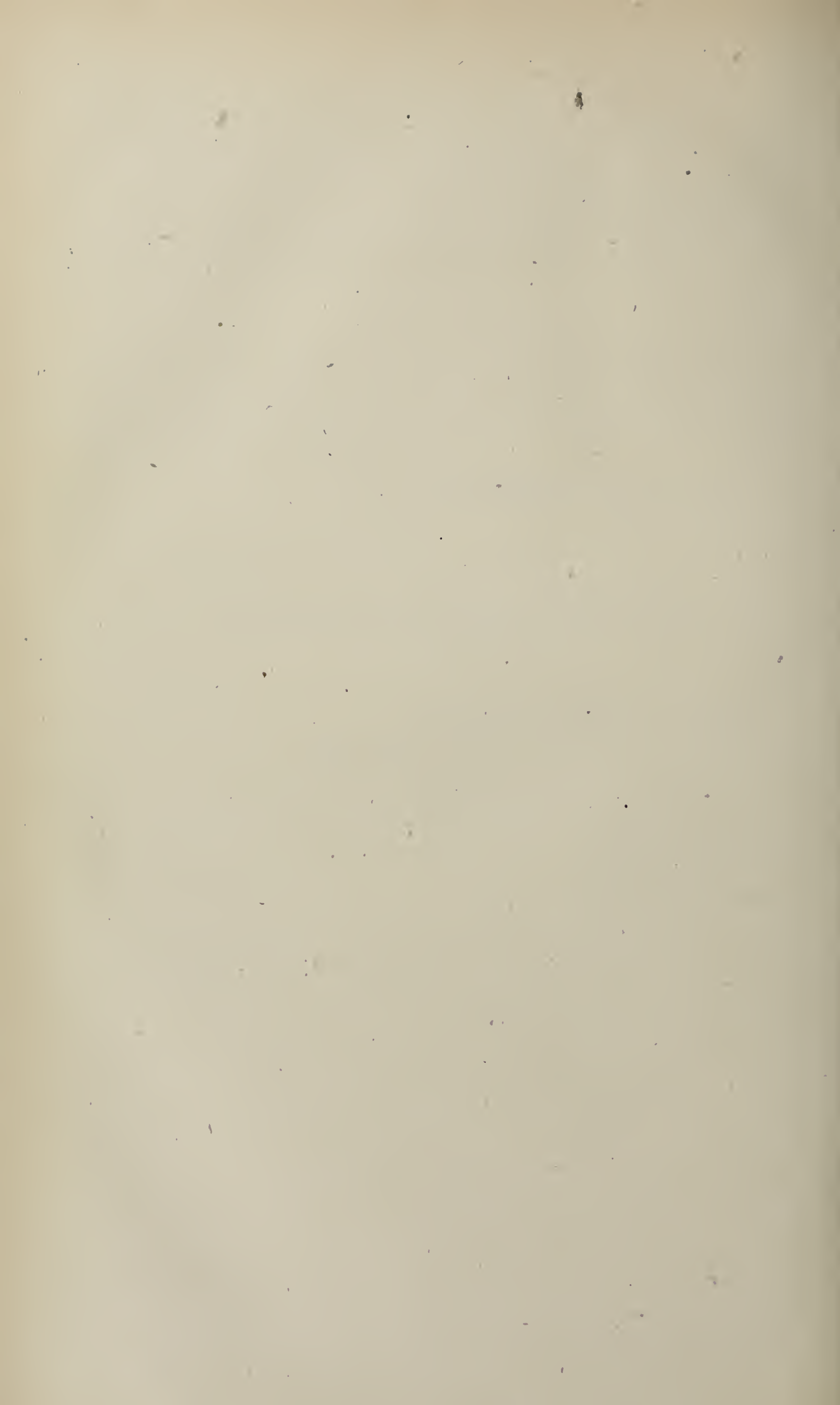
CHARLES E. GORTON,
Superintendent.

YONKERS, *December* 10, 1886.

EXHIBIT No. 8.

STATE CERTIFICATES.

1. CIRCULARS OF GENERAL INFORMATION.
 2. LIST OF QUESTIONS USED AT EXAMINATIONS, 1886.
 3. REPORTS OF EXAMINING COMMITTEES.
 4. NAMES OF SUCCESSFUL COMPETITORS, 1886.
 5. STATISTICAL TABLE.
 6. CIRCULAR OF 1887.
-
-



STATE CERTIFICATES.

1. CIRCULARS OF GENERAL INFORMATION.

EXAMINATIONS FOR STATE CERTIFICATES.

(Circular of 1886.)

STATE OF NEW YORK:

DEPARTMENT OF PUBLIC INSTRUCTION, }
SUPERINTENDENT'S OFFICE, }
ALBANY, *April 16, 1886.* }

To School Commissioners and City Superintendents of Schools :

In pursuance of chapter 567 of the Laws of 1875, I have ordered that examinations of applicants for State certificates be held at the high school buildings in Albany, Rochester and Watertown, at the rooms of the board of education, corner Grand and Elm streets, New York city, and in the grammar school building, at Binghamton, commencing on Tuesday, the 29th day of June, 1886, at 10 o'clock, A. M.

The examination will, as heretofore, be conducted by competent persons, the results reported to me, and such of the candidates as have given satisfactory evidence of their learning, ability and good character, will receive certificates qualifying them to teach in any of the public schools of the State.

In order to be admitted to the examination, candidates must be present at the beginning of the examination, produce testimonials of character, and of at least two years' successful experience as teachers. They must pass a thorough examination in the following named branches: Reading, spelling, writing, grammar and analysis, geography, outlines of American history, arithmetic, algebra and plane geometry. (In place of geometry candidates may offer themselves, if they choose, for examination in Latin as far as three books in Cæsar.) They will also be expected to have a general knowledge of book-keeping, composition and rhetoric, geology, chemistry, physics, physiology and hygiene, botany, astronomy, zoölogy, linear and perspective drawing, general history, general literature, methods and school economy, civil government and school law.

State certificates will be issued only to those whose examinations show a standing of at least 75 per cent in each one of the thorough

examination branches, and an average standing of at least 75 per cent in the general knowledge branches, and who do not fall below 50 per cent in any one study in the latter class.

All candidates who pass the required percentage in three or more of the designated studies, but not in all, will be credited, at this Department, for those studies in which they shall have passed, and will not be required to be again examined in the same studies, and on passing the required percentage in the remaining designated studies at any subsequent examination for State certificates, held not later than the third year thereafter, will be entitled to receive a State certificate.

The examination will be open to candidates residing in any part of the State, and to such residents of other States as declare it to be their intention to teach in this State.

You will please notify such of the teachers under your jurisdiction as you think would like to apply for State certificates, of the time and places of these examinations; and I will thank you to send, or cause to be sent to me, as early as possible, the names of persons who intend to be present, and at what places.

A programme of each day's examinations, giving the subjects in which the applicants will be examined each day, will be issued by the Department a few days prior to the date of the examination and forwarded upon application.

Respectfully yours,

A. S. DRAPER,
State Superintendent.

EXAMINATIONS FOR STATE CERTIFICATES.

(Supplemental Circular of 1886.)

STATE OF NEW YORK:

DEPARTMENT OF PUBLIC INSTRUCTION,
SUPERINTENDENT'S OFFICE, ALBANY, *June 9, 1886.* }

General Regulations.

1. The printed questions will be sent to the examiners in sealed envelopes; and these will be opened in the presence of the class, at the beginning of the examination in each subject.

2. Before the examination begins candidates must present to the examiners satisfactory testimonials of character, and of two years of successful experience in teaching.

3. All candidates presenting themselves for the first time must be present Tuesday morning, June 28.

4. All candidates must register their names with such other information as the examiners may require, before they take a question paper; but candidates who have passed a part of the subjects— at

previous examinations — need be present on the days or half-days only on which examinations occur in those subjects that they intend to take at this examination.

5. Candidates who have credits for work done at former examinations will present their certificates for such credits to the examiners before taking a question paper.

6. The examination in each subject is restricted to the half-day designated in the programme.

7. The penmanship of candidates will be judged from their papers on geography; and spelling, from all their papers submitted.

8. Candidates will be informed by mail, as early as practicable, of the results of the examination.

9. The examinations will begin at 10 o'clock Tuesday morning, and will close Friday afternoon. After Tuesday, the morning sessions will begin at 9 o'clock and close at 12:30: the afternoon sessions will begin at 2 o'clock and close at 6.

Programme.

| | | |
|------------------------------|--|---------------------|
| TUESDAY. | | |
| <i>Morning.</i> | | |
| Registering and Preparation. | Examinations in Reading and Composition. | |
| <i>Afternoon.</i> | | |
| Geometry or Latin. | Geography. | Chemistry. |
| WEDNESDAY. | | |
| <i>Morning.</i> | | |
| Arithmetic. | United States History. | School Law. |
| <i>Afternoon.</i> | | |
| Algebra. | Grammar. | School Government. |
| THURSDAY. | | |
| <i>Morning.</i> | | |
| Physiology. | Book-keeping. | General Literature. |
| <i>Afternoon.</i> | | |
| Drawing. | Methods. | Physics. |
| FRIDAY. | | |
| <i>Morning.</i> | | |
| Astronomy. | General History. | Botany. |
| <i>Afternoon.</i> | | |
| Rhetoric. | Zoölogy. | Geology. |

A. S. DRAPER,
State Superintendent of Public Instruction.

2. LIST OF QUESTIONS USED AT THE EXAMINATIONS, JUNE 29, 1886.

ALGEBRA.

1. In what respects are arithmetic and algebra similar? In what respects are they different?
2. Define (1) a literal quantity; (2) a numerical quantity.
3. Change the proportion $3a + \frac{2x}{5} : 5c - (a - x) :: 7 : 12$ to an equation.
4. Prove that $a^{\frac{1}{2}} = a^{-2}$
5. Show (1) that the square root of a positive quantity is ambiguous; and (2) that the square root of a negative quantity is impossible.
6. Distinguish between the *factors* and the *terms* of an algebraic quantity.
7. Expand $(2m^{\frac{1}{3}} - \frac{1}{2}x)^4$ by the binomial theorem.
8. Find the values of the unknown quantities in the equations
 - (1) $6x + 4y = 38$
 - (2) $6xy + 9xz = 111x$
 - (3) $x - \frac{2y}{3} + \frac{z}{3} = \frac{5y}{3}$
9. Divide $\frac{3}{4}$ into two such parts that the greater shall be a mean proportional between the other part and unity.
10. Divide the number 50 into two such parts that 4 times the square of the less, plus 11, shall equal the greater.

AMERICAN HISTORY.

1. What invention and what commercial needs led to the discovery of America?
2. Give a brief sketch and some of the results of the introduction of African slavery into the American colonies.
3. Mention the names of five discoverers prominent in early American history, with a brief statement of their discoveries.
4. State the principal differences between the Articles of Confederation and the Constitution of the United States.
5. What led to the War of 1812?
6. What two national questions were permanently settled by the War of the Rebellion?
7. Explain what is meant by the "Geneva Award," and the "Alabama Claims."

8. Give a brief account of the acquisition of Alaska. In what important respects is this territory valuable to the United States?
9. State the causes of the Mexican War. What territory was acquired as a result of that war?
10. Name ten battles on American soil since the Declaration of Independence. Between what countries were they fought?

ARITHMETIC.

In solving problems give complete work, or indicate all operations by symbols, and all steps by equations.

1. State two principles upon which the process of multiplication is based.
2. State two of the principles upon which the process of division is based.
3. Prove that multiplying the numerator of the fraction $\frac{8}{11}$ by $\frac{3}{4}$ multiplies the fraction $\frac{8}{11}$ by $\frac{3}{4}$.
4. Divide $\frac{2}{3}$ by $\frac{5}{7}$, analyze the process, and deduce the rule.
5. Divide two hundred sixty thousand four hundred forty-two ten-millionths by eighty-four hundred-millionths.
6. Find the length of the longest straight rod—pointed at both ends—that can be put into a rectangular box whose inside dimensions are 4.8 ft., 1.6 ft., and 1.2 ft.
7. Find the cost, in San Francisco, of a draft on New York for \$1,500, payable at 60 days after sight, allowing 8 days for transmission, interest at 6 %, exchange on New York being at $2\frac{1}{2}$ % premium.
8. Make out a tax-table for the use of assessors in levying a tax of \$16,875 on property appraised at \$1,500,000.
9. What is the difference, in this State, between the legal and the exact interest on \$3,750 from August 16 to December 25 following?
10. If 3 men working 8 hours per day do as much work as 5 boys working 10 hours per day, in how many days will 12 men working 12 hours per day do as much work as 18 boys will do in 25 days working $9\frac{1}{2}$ hours per day?

ASTRONOMY.

1. Give the names of the planets that can be in inferior conjunction.
2. Give the theory concerning the origin of the asteroids.
3. Describe (1) the rings of Saturn; (2) the belts of Jupiter.
4. Give directions for finding the North Star.
5. Define (1) Planetary Astronomy; (2) Stellar Astronomy; (3) Descriptive Astronomy; (4) Mathematical Astronomy.
6. Why has the distance to a fixed star never been accurately determined?
7. To what did the twelve Signs of the Zodiac originally correspond?
8. Why is the same side of the moon always toward the earth?

9. What is right ascension? What is declination? For what is each used?
10. When and where did to-day begin? When and where will it end?

BOOK-KEEPING.

1. Name the books used in single-entry book-keeping, and state the use of each.
 2. Define (1) account; (2) an entry; (3) an item; (4) posting; (5) a balance.
 3. On your books of account, what transactions are entered (1) as debits? (2) As credits?
 4. In a Cash Account, for what is Cash debtor? For what creditor?
 5. What must *cash on hand* always equal?
- MEMORANDUM:—David Williams buys of you, to-day, 3 barrels of diamond A sugar weighing 275 pounds, 293 pounds, and 264 pounds net, at $5\frac{1}{6}$ cents per pound; 1 chest of Japan tea weighing 56 pounds, at $41\frac{3}{8}$ cents per pound; and 5 sacks of O. G. Java coffee weighing 112 pounds each, at $22\frac{3}{4}$ cents per pound. He pays you \$50 cash, and gives you a bankable note at 4 months for the balance.
6. Make out the customary *Statement* of the above transaction, in proper form.
 7. Draw the note for the balance, payable to your order at the First National Bank in this City.
 8. Explain the difference between *settling* and *closing* an account.
 9. State the difference between a negotiable note and a bankable note.
 10. Explain the process of posting.

BOTANY.

1. Name three characteristics of the *endogens* that distinguish them from the *exogens*.
2. What is an herb? What is a shrub?
3. Name the characteristics of *annuals*, *biennials*, and *perennials*; and say to which of these classes belong respectively the turnip, the grasses, the burdock.
4. What are adventitious buds? What special purpose do they serve?
5. What is the ordinary function of leaves? Name some of the modified forms and functions of leaves.
6. In what ways may you distinguish a compound pistil from a simple one?
7. Assuming that a plant is composed of only these three parts:—root, stem, and leaf,—of what part or parts is the apple blossom composed? The onion? The potato? The bean pod? The thorn?

8. What is the difference between a *cyme* and a *raceme*?
9. What forces produce the flow of sap in plants?
10. What part of the flower develops to produce the greater portion of the apple? What part of the flower develops to produce the greater portion of the strawberry?

CHEMISTRY.

1. Are the elements that compose the greater portion of the atmosphere mixed or combined? State facts to prove the truth of your assertion.
2. What produces the light that comes from a luminous flame?
3. What is meant by *kindling* temperature? Why will shavings kindle more readily than larger masses of wood?
4. Explain the effect produced by carbonic acid on lime-water?
5. How do pig-iron, wrought iron and steel differ *chemically*?
6. Formulate the reaction that takes place when hydrogen is prepared from zinc and hydrochloric acid.
7. What is the meaning of the term *atomic weight*? What is the meaning of the term *quantivalence*, or power of an atom? Illustrate your answers, by reference to your formulas in answer to question 6.
8. If, in the experiment referred to in question 6, 100 grammes of the acid is used, how much zinc will be consumed?
9. Why does a lamp smoke if the wick is too high?
10. Name two compounds that are formed when a candle burns; name the elements that form these compounds; and state the source from which each is derived.

CIVIL GOVERNMENT

1. What is the limitation in the Constitution of the United States in regard to bills for raising revenue?
2. Name the county officers representing the three departments of government.
3. In whom is the treaty-making power vested?
4. Define (1) *misdemeanor*, and (2) *felony*.
5. Explain the difference between *indictment* and *conviction*.
6. What are the legal steps by which a territory may become a State?
7. How are judges of the United States Supreme Court chosen? What is the length of their term of office?
8. How may the Constitution of the United States be amended?
9. Describe the process of electing a President of the United States.
10. What constitutes a citizen of the United States?

COMPOSITION.

1. Which should be taught first, the science of language or the art? Why?

2. Write a business letter.
3. Write an application for a position as teacher.
4. Write a plan of essay on the subject,—
Strikes,—Their Causes and the Remedy.
5. Upon what subjects will pupils write best?
6. Why has composition-writing been so generally disliked by pupils?
7. Sufficient practice in language work will give pupils practical knowledge of what parts of English grammar?
8. Compare the value of impromptu written work in composition, with work previously prepared.
9. State five methods of supplying children with material for language lessons.
10. Write a brief account, either of President Cleveland's wedding or of the loss of the Oregon.

DRAWING.

1. Distinguish (1) between industrial drawing and artistic picture-making; (2) between free-hand drawing and instrumental drawing.
2. To what is geometric drawing especially adapted? Why?
3. What mental powers are developed or strengthened (1) by imitative drawing or copying? (2) By reproductive drawing? (3) By inventive drawing? (4) By mechanical drawing?
4. The O-Gee line in architecture has what name in art? Why?
The two fundamental laws of design are :
I. There must be a symmetrical arrangement of parts on the opposite sides of the axis of a design.
II. There must be a symmetrical arrangement of parts about the center of a design.
5. Draw a figure illustrating the first of these laws.
6. Draw a figure illustrating the second of these laws.
7. Draw an isometric cube in a circle of 1-inch radius.
8. What is the meaning of the technical expression "A properly balanced drawing or design?"
9. In model or object drawing, what is "Drawing from the round?"
10. What prominence should be given, in public schools, to industrial drawing?

ENGLISH GRAMMAR.

That preparations were making at Portsmouth for an expedition in which the land forces were to bear a part, could not be kept a secret.

1. In the above sentence state (1) the principal clause or clauses, (2) the subordinate clause or clauses (propositions), (3) subjects, (4) predicates of all clauses, and (5) modifiers of the subjects and predicates.

2. In the above, give the syntax of (1) *were making*, (2) *in*, (3) *to bear*, (4) *could be kept*, and (5) *secret*.
3. In the following sentence give the syntax of (1) *putting*, and (2) *defenses*: Vanbau was charged with putting the defenses in order.
4. What advantages over word-parsing are derived from teaching the analysis of sentences?
5. Write (1) a sentence having a clause (proposition) used as the object of a verb, and (2) one having a clause used as an attribute, *i. e.*, a part of the predicate, of the principal clause.
6. Write a sentence containing two subordinate or dependent clauses, — one performing the office of an adjective, and the other the office of an adverb.
7. What ultimate authority decides the correctness of language?
8. Of what practical use are rules of syntax?
9. Give the syntax of the nouns in the following sentences, stating the reasons:
 I know that he is the officer.
 I believe Smith to be the man.
10. Write a sentence containing a noun in apposition and a verb in the subjunctive mood.

GENERAL HISTORY.

1. State one important fact in the life of each of the following persons: Aristides, Miltiades, Leonidas, Themistocles and Socrates.
2. Name five eminent Romans, and state some historical event with which each was connected.
3. Briefly describe the feudal system.
4. State some of the important changes wrought by the Norman conquest.
5. By whom was *Magna Charta* granted? State one of its provisions that has become an important part of our common law.
6. Write a brief account of the chief points in the life of Joan of Arc.
7. What three sovereigns of England were the children of Henry VIII?
8. Give some account of the battle of Waterloo, and state its effects upon the history of Europe.
9. Give some of the results of the Franco-Prussian war.
10. What causes have led to the "Home Rule" discussions in the British Parliament?

GENERAL LITERATURE.

1. Mention the names of two of the great historians of each of the following nations: Greece, Rome, France, England, United States.

2. Speak of the philosophy of Lord Bacon, and of its influence.
3. Speak of the philosophical works of Charles Darwin, and of their influence.
4. In what language were the writings of King Alfred? Of Chaucer?
5. What can you say of the works of Milton (whether prose or poetical), to show that they were the natural product of the times in which he lived?
6. Name five plays of Shakespeare and five of Irving's works, and state which of them you have read.
7. Give some account (1) of the most famous allegory of Bunyan; (2) of the Spectator.
8. Give some account of each of the following poetical works: (1) Longfellow's *Evangeline*, (2) *The Book of Job*, (3) Whittier's *Snow-Bound*.
9. Mention two important works of each of the following writers: Pope, Goldsmith, O. W. Holmes, Tennyson, Bryant.
10. Name the authors of the following: *Aurora Leigh*, *The House of the Seven Gables*, *Don Quixote*, *The Confessions of an Opium Eater*, *Pendennis*, *The Cotter's Saturday Night*, *The Biglow Papers*, *Jane Eyre*, *Adam Bede*, *Rasselas*.

GEOGRAPHY.

1. Locate the Caroline Islands, St. Petersburg, St. Helena, Pekin, and Abyssinia.
2. Draw an outline map of the State of New York, locating (1) the principal rivers, (2) mountains, and (3) twenty of its cities.
3. Name the ten counties of this State that border on the great lakes and the St. Lawrence.
4. State two important effects of the gulf stream.
5. Name five lakes that discharge their waters through Oswego river.
6. Describe the trade winds, and state their causes.
7. Why are the polar circles located where they are?
8. Name five countries, not including the British Islands, subject to the British government.
9. What is the most direct water-way from London to Calcutta?
10. Why does the sun shine into the north windows morning and evening in midsummer?

GEOLOGY.

1. Give some plausible theory for the formation of the Appalachian mountains.
2. Describe four silicates.
3. Describe four varieties of quartz.
4. What is *shale*? What is *argillaceous sandstone*?
5. What is *gneiss*? What is *syenite*?

6. Describe the character and name the commonest components of the soils usually designated *sandy*, *clayey*, and *loamy* respectively.
7. What is the geographical position of the oldest rock formation of North America? What reasons can you assign for supposing this to be the oldest?
8. Name the geologic period or periods represented in the county (name the county) in which you live; and the fossils, characteristic of the period, which you could identify.
9. What do you suppose to be the origin of petroleum? Of natural gas?
10. How do you account for the salt deposits of this State?

GEOMETRY.

Use diagrams when they will aid in demonstrations or answers.

1. Define (1) Geometry; (2) Plane Geometry; (3) a rectilinear figure; (4) a regular polygon; (5) a chord.
2. State two of the four propositions that may be based on the intersection of two chords at any point between the center and the circumference of a circle.
3. Deduce a rule for finding the area of a circle.
4. Prove that a line that divides a triangle parallel to either side, divides the other two sides proportionally.
5. Given, the two adjacent sides and the included angle of an oblique-angled parallelogram, to construct the parallelogram.
6. Given, the diameter of a circle, to construct the circumscribing hexagon.
7. Draw diagram, and show that the space included between the arcs of four equal circles tangent to one another, is equal to the difference between the area of one of the circles, and the area of a square whose side is the length of the diameter of one of the circles.
8. Prove that any angle inscribed in a semi-circle is a right angle.
9. Prove that the areas of triangles of equal altitude are proportional to their bases.
10. Prove (1) that the area of an equilateral triangle inscribed in a circle is less than the area of any other inscribed regular polygon; and (2) that the greater the number of sides of the inscribed regular polygon, the nearer does the area of the polygon approach the area of the circle.

LATIN.

1. Translate: Si quid accidat Romanis, summam in spei per Helvetios regni obtinendi venire; imperio populi Romani non modo de regno, sed etiam de ea, quam habeat, gratia desperare. Reperiebat etiam in quaerendo Cæsar, quod prælium equestre adversum paucis ante diebus esset factum, initium ejus fugae factum a Dumnorige atque ejus equitibus; nam equitatui, quem auxilio Cæsari Aedui miserant, Dumnorix præerat,

2. Give syntax of *regni*, *obtinenti*, and *equitatur*.
3. Translate: Cæsari omnia uno tempore erant agenda: vexillum proponendum quod erat insigne, quum ad arma concurrere oporteret; signum tuba dandum; ab opere revocandi milites; qui paulo longius aggeris petendi causa processerant, arcescendi.
4. Give syntax of (1) *Cæsari*, (2) *tempore*, and (3) *proponendum*; (4) decline *idem*; (5) conjugate *gero* in the active voice, subjunctive mood, imperfect tense.
5. Translate: Itaque quum intelligeret omnes fere Gallos novis rebus studere et ad bellum mobiliter celeriterque excitari, omnes autem homines natura libertati studere et conditionem servitutis odisse, priusquam plures civitates conspirarent, partiendum sibi ac latius distribuendum exercitum putavit.
6. Give principal parts of the following verbs: *coactos*, *pulsos*, *accidisse*, *pollicitus*, and *sumserat*.
Translate into Latin the following sentences:
7. The arrival of Cæsar being known, Ariovistus sends ambassadors to Cæsar.
8. Thus the battle was renewed, and all the enemy turned their backs.
9. Cæsar withdraws his forces to the nearest hill, and forms a line of battle.
10. Write two Latin sentences,—one illustrating the use of the historical infinitive; and one, the indirect discourse involving a subject in the accusative.

METHODS AND SCHOOL ECONOMY.

1. What is meant by *development* as a method of teaching; and what advantages are to be derived from its employment?
2. Distinguish between *inductive* and *deductive* methods of teaching. Illustrate each.
3. What mental powers of the child are chiefly concerned in primary school work?
4. Give a plan for teaching Physiology and Hygiene with special reference to the effects of alcoholic stimulants and narcotics.
5. Describe two good methods of teaching children to express their thoughts in writing.
6. Give two common causes of injury to the eyes of pupils.
7. Explain a good plan for ventilating school-houses.
8. State three reasons why single school desks are preferable to double desks.
9. Write an outline of an oral lesson on water and its uses.
10. Do you favor general recesses or not? Give reasons.

PHYSICS.

1. Explain how differences in *pitch* and in *loudness* or intensity of sounds are produced.

2. Describe the main parts of the Bell telephone, and explain its action.
3. Explain the cause (1) of lightning, and (2) of thunder.
4. State the effect of elevation on the barometric column, and give reason.
5. Why will a vessel of cold water placed in a cellar sometimes prevent the fruit and vegetables there from freezing?
6. How could you illustrate, experimentally, in your school-room the formation of dew?
7. How could you illustrate, experimentally, the principle on which a pendulum clock is regulated?
8. Explain, using a diagram, how rays of light, parallel to the axis of a convex lens, are brought to a focus.
9. A power of five pounds applied to a machine, by moving through a space of eighty feet, is capable of moving how many pounds through a space of twelve feet? (No allowance is to be made for friction.)
10. Suppose the machine referred to in the last question be a lever of the second class, show the relative positions and distances of power, weight, and fulcrum.

PHYSIOLOGY AND HYGIENE.

1. State the functions of the excretory organs of the skin, and what instruction you would give in reference to keeping them in healthy action.
2. Describe the action of a muscular fibre.
3. What habits would you recommend for maintaining a healthy condition of the digestive organs?
4. Describe the course of the blood in the pulmonary circulation, and the change it undergoes in the lungs.
5. What means would you recommend for securing a vigorous flow of the blood through the lungs, and for its perfect aëration while there?
6. Give the anatomy of the heart.
7. Describe the course of a ray of light in the eye, naming the parts of the eye through which it successively passes.
8. Name the two kinds of nerve tissue, describe their general appearance, and their respective functions.
9. As applied to the blood, what is meant by the terms corpuscle, plasma, serum, clot?
10. Trace a portion of food from the time it enters the mouth until its nutriment enters the blood.

READING.

1. For what objects should pupils be instructed (1) in silent reading? (2) In oral reading?
2. Give the rule for the oral reading (1) of a direct question; give

- exception; (2) of an indirect question; give exception; (3) of an emphatic succession of particulars; (4) of antithetic clauses or sentences; (5) of affirmation opposed to negation.
3. State two plans for preventing pupils from memorizing reading lessons.
 4. To what style of composition is monotone especially suited?
 5. Define (1) pitch; (2) strength; (3) rate; (4) quality.
 6. State what pitch, strength, rate, and quality of voice are appropriate in orally reading (1) unimpassioned narration and description; (2) dialogue; (3) tender emotion and delicate affection; (4) contempt, dislike and hatred; (5) language of authority.
 7. State two objections to the *Word Method* of teaching children to read.
 8. To what extent would you require pupils to read *at sight*? Give reasons.
 9. What bad habits are often formed by pupils in *looking over* while others read orally?
 10. What benefits should result from the use of supplementary reading matter?

RHETORIC.

1. Punctuate the following sentences:
 - (1) The one prudence in life is concentration the one evil dissipation
 - (2) There are five moods the indicative the subjunctive the potential the imperative and the infinitive
2. Define *versification*, *stanza*, *foot*, *dactyl*, *iambus*.
3. Scan the following and name the verse:

His gifts divine
Through all appear,
And round the year
His glories shine.
4. What are some of the more essential characteristics that distinguish poetry from prose?
5. Define (1) Purity, (2) Unity, as these terms are applied to style.
6. Define *Synecdoche* and *Metonymy*.
7. Name the rhetorical figures used in the following:

Love is a sudden blaze which soon decays;
Friendship is like the sun's eternal rays.
8. Point out the difference in meaning in the following pairs of words: Observance, observation; construe, construct; sufficient, enough; oculist, optician; sympathy, compassion.
9. Name the fault exemplified in the following sentence, and correct it: It is impossible for us to behold the divine works with coldness or indifference, or to survey so many beauties without a secret satisfaction and complacency.
10. When is the use of a foreign word or a newly-coined one justifiable?

SCHOOL LAW.

1. Who has the legal authority to prescribe a course of study for public schools?
2. When the district neglects to make needed repairs upon a school-house, what is the legal remedy?
3. What provision does the law make to secure the attendance of teachers at Institutes?
4. By what authorities may teachers be legally qualified?
5. Mention all the days in the year in which a teacher may legally close school without consent of the trustees and without loss of pay.
6. What are the legal rights of a teacher in respect to corporal punishment?
7. If a teacher holding a commissioner's license proves to be entirely incompetent, what remedy has the district?
8. What records must a teacher make in the school register?
9. Who has the legal right to suspend a pupil from school?
10. By whose order may a district school-house be condemned?

ZÖOLOGY.

1. Point out the difference between the masticating organs of the *ruminant* and the *rodent*, and the habits of the animals indicated thereby.
2. Point out the difference between the *beetle* and the *butterfly*, in respect to their manner of taking food.
3. Point out the difference in circulatory organs, as they appear in the *cat* and the *tortoise*.
4. Point out the difference in circulatory organs, as they appear in the *fish*, and the *insect*.
5. Describe different modes of *respiration*, as illustrated by the *whale*, the *lobster*, and the *insect*.
6. What characteristics of a bird's skeleton show adaptation of structure to mode of life?
7. Describe the different modes of development seen in the life of the *amphibian* or *batrachian* and the *insect*.
8. Name the *sub-kingdoms* to which the following animals belong, respectively: the *mole*, the *toad*, the *worm*, the *starfish*, the *oyster*.
9. To what *order* of the class *mammals* do the following animals belong, respectively: the *opossum*, the *ape*, the *bat*, the *porpoise*, the *dog*.
10. Give the names and locations of the different fins commonly found on a fish.

3. REPORTS OF EXAMINING COMMITTEES.

ALBANY.ALBANY, N. Y., *July 6, 1886.*

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—Herewith we have the honor to transmit the report of the results of the examination of applicants for State certificates, held at the Albany High School, June 29 and 30, and July 1 and 2. The class consisted of 28 persons, 12 men and 16 women. Twelve of the candidates appeared for the first time and presented the required evidence of successful experience and satisfactory testimonials of good character. The others had passed in some of the subjects at previous examinations.

The following having obtained the necessary credits, are entitled to the certificate: Reuben Fraser, Montgomery, Orange county; Wm. E. Harding, Bethany, Genesee county; D. W. Morris, Cedarville, Herkimer county; W. C. Ramsdell, South Westerlo, Albany county; Ida L. Robinson, South Glens Falls, Saratoga county; Ella E. Wager, Chatham, Columbia county; Charles F. Wheelock, Canajoharie, Montgomery county.

All the candidates showed evidence of careful preparation and a highly commendable determination to succeed. The large number of credits gained by many of the examinees makes it probable that they will pass at another trial.

The adoption of a fixed programme has proved a great boon to both candidates and examiners. All were enabled to work systematically and deliberately, and consequently with far better results than heretofore. We regard all the arrangements for what has come to be regarded as the most important examination of the year, as most admirable and complete.

Felicitating the Department on the growing favor with which these examinations are viewed by the educational world and their evident and widespread usefulness, we remain,

Respectfully your obedient servants,

CHARLES W. COLE,

P. H. McQUADE,

Examiners.

BINGHAMTON.BINGHAMTON, *July 5, 1886.*

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—Saturday morning last I sent to you, *via* National express, a package containing report of the State examination, held at Bing-

hamton, June 29 to July 2, last, together with the question papers, the answer papers, and the stationery.

It has been customary to retain the answer papers for some time, to be consulted in case of appeal.

By comparing this last report with the next preceding you will, I think, find that the following-named persons have fully passed the examination: Philip M. Hull, C. Willard Skinner, James F. Tut-hill, Leon O. Wiswell, Anna M. Juliand.

Their testimonials were considered satisfactory.

We filled out the preliminary reports and mailed them to the candidates Saturday morning.

Yours truly,

HENRY R. SANFORD,
JOHN H. KELLEY,

Examiners.

NEW YORK.

NEW YORK, *July 3, 1886.*

Hon. A. S. DRAPER,

Superintendent of Public Instruction:

SIR.—As the committee appointed to conduct the examination for State certificates in the city of New York, we respectfully report that the examination was conducted in the rooms of the New York board of education, June 29 to July 2, in strict accordance with the regulations prescribed and published by the Department of Public Instruction.

Twenty-nine candidates presented themselves for examination. Of these several had taken part of the examination in previous years. The others presented themselves for the first time.

In registering we adopted the plan of requiring each candidate to answer, in writing, the necessary questions with regard to post-office address, age, experience in teaching, references, etc., and we respectfully recommend to the Department that, for future examinations, a printed blank, containing the necessary questions to be answered by each candidate, be prepared. The advantages of this method are manifest; it saves time in registering, it secures absolutely accurate information, and preserves it in a convenient form for future reference. The answers written by the candidates to our questions are transmitted with this report.

The per cents of the various candidates are tabulated on the accompanying schedule. In marking the papers we have endeavored, while giving the candidates the benefit of all reasonable doubts, to be exactly just and to award credit only where credit was due. The marks show a decided improvement in the scholastic attainments of the applicants for the State license. This was particularly noticeable in the natural sciences. Several of the persons examined showed a knowledge of the sciences that are particularly

appropriate for object teaching, which was truly gratifying. At the same time we found there was not displayed in the mathematical and literary subjects, with a few honorable exceptions, that exact knowledge in the one case, nor that refined taste in the other which is to be desired.

Upon the whole, however, we regard the results of the examination as quite satisfactory, and as more than justifying the increased attention recently given to this branch of work by the Department of Public Instruction. The rules prescribed worked admirably. The questions were well adapted, not merely to test scholarship and knowledge of school work, but to stimulate research and foster self-improvement on the part of teachers. Conducted as it is at present the system of granting State certificates may and should become the most important agency in the State for raising the standard of teaching, for elevating the profession of the teacher, and through these means for promoting the welfare of society at large.

In conclusion we would recommend that certificates be granted to the following applicants who have completed the examination and obtained the necessary per cents: Orville Eichenberg, Isaac R. King, Andrew I. Sherman, Wm. F. Smith, Gertrude W. Littlejohn, Alice McWhorter, Anne A. Waters, Sarah C. Sniffen, Franklin Weyant.

All of which is respectfully submitted.

CALVIN PATTERSON,
J. L. BOTHWELL,
Examiners.

ROCHESTER.

ROCHESTER, *July 4, 1886.*

HON. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—Herewith please find the report of the annual examination of candidates for State certificates, held at the Free academy in this city, June 29th and 30th and July 1st and 2d.

Thirty-eight (38) candidates in all were present. Of these 20 had passed in some of the required subjects at previous examinations, while 18 were present for the first time.

Of the whole number of candidates, the following have successfully “passed” the examination, and, are therefore, entitled to certificates:

Miss Laura Boughton, Victor; Miss Hattie A. Fritts, Union Springs; Frank W. Hawes, Macedon; Everett O'Neill, Havana; Miss A. Grace Petheram, Skaneateles; Arthur W. Wiltsie, Hannibal; Charles W. Brister, Cayuga.

A considerable number of those who entered the examination for the first term have made a creditable record, and will, no doubt, “pass” at the next opportunity.

The printed programme, the need of which has been felt for some time by the examiners, has proved very useful in the conduct of the examination, while the answers to some of the questions furnished the examiners have greatly facilitated the work of examining and marking the papers.

Respectfully submitted.

S. A. ELLIS,
E. L. WILLIAMSON,
Examiners.

• ———
WATERTOWN.

WATERTOWN, *July 7, 1886.*

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR. — The following report of the examination for State certificates, held at Watertown June 29 to July 2, is respectfully submitted :

The examination was conducted strictly in accordance with the regulations set forth in your circular of June 9. The programme seemed to work well and to give enough time to all who were sufficiently familiar with the subjects.

Fourteen candidates were present, 10 beginning the examination this year, 3 began in 1885 and 1 began in 1884. The following applicants are deemed to have successfully passed the examination, and having satisfied the examiners as to their moral character and their successful experience in teaching they are, according to the requirements of your circular of April 16, entitled to State certificates :

Charlton L. Becker, Sterlingville, Jefferson county; Flora M. Hay, Watertown, Jefferson county; Mary E. Hay, Watertown, Jefferson county; M. Therese Sterling, Antwerp, Jefferson county.

The other applicants made such progress that they will probably be able to complete the examination within the time given them by the Department.

The tabulated statement inclosed herewith gives in detail the credits earned by each candidate.

Your obedient servants,

FRED. SEYMOUR,
WM. H. EVERETT,
Examiners.

SPECIAL EXAMINATIONS.

ALBANY, *April 3, 1886.*

Hon. JAS. E. MORRISON,

Superintendent of Public Instruction :

SIR.—In accordance with your directions I examined Michael E. Devlin,* at Mt. Vernon, N. Y., March 12 and 13, and Albany, April 3, as to his literary qualifications as a candidate for a State certificate.

As will be seen by the accompanying report, Mr. Devlin is clearly entitled to the certificate, he having obtained an average of 91 per cent on tests fully as complete and difficult as those used at the regular examination.

Very truly yours,

CHAS. W. COLE,
*Examiner.*WARSAW, *September 17, 1886.*

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—In compliance with your directions I have this week examined Miss Gertrude S. Bigelow,† of Batavia, Genesee county, in the two subjects in which she had not passed at the State examinations, and the results are as follows: Her standing on her papers in Botany, is 74 per cent, and in Chemistry, 83 per cent. I, therefore, recommend that she receive a State certificate.

Very respectfully,

JOHN H. FRENCH,
Examiner.

* This examination was granted Mr. Devlin at this time, for the reason that on account of serious illness he was unable to take the regular examination held in 1885, and through fear that his physical condition would not enable him to be present at the next examination.

† A special examination was accorded Miss Bigelow for the reason that she was appointed in September by the Presbyterian Board of Foreign Missions to the Graham Seminary at Tokio, Japan, and desired to complete her examination before leaving for her new work. She sailed in October and took with her the State certificate to which she was entitled.

4. NAMES OF SUCCESSFUL COMPETITORS FOR STATE CERTIFICATES.

The following is a list of persons who received State certificates in 1886 :

| Name. | Post-office. | County. |
|------------------------------|-------------------------|-------------|
| Charlton L. Becker | Sterlingville | Jefferson. |
| Gertrude S. Bigelow | Batavia | Genesee. |
| Laura Boughton | Victor | Ontario. |
| Charles W. Brister | Cayuga | Cayuga. |
| Michael E. Devlin | Westchester | Westchester |
| Orville Eichenberg | Monroe | Orange. |
| Reuben Fraser | Montgomery | Orange. |
| Hattie A. Fritts | Union Springs | Cayuga. |
| William E. Harding | Bethany | Genesee. |
| Frank W. Hawes | Macedon | Wayne. |
| Flora M. Hay | Watertown | Jefferson. |
| Mary E. Hay | Watertown | Jefferson. |
| Philip M. Hull | Waverly | Tioga. |
| Anna M. Juliand ... | Bainbridge | Chenango. |
| Isaac R. King | Narrowsburgh | Sullivan. |
| Gertrude W. Littlejohn | Milton-on-Hudson | Ulster. |
| Alice McWhorter | Montgomery | Orange. |
| David W. Morris | Cedarville | Herkimer. |
| Everett O'Neil | Savannah | Wayne. |
| Annie Grace Petheram | Skaneateles. | Onondaga. |
| William C. Randall | South Westerlo | Albany. |
| Ida L. Robinson .. | South Glens Falls | Saratoga. |
| Andrew I. Sherman | Port Richmond | Richmond. |
| C. Willard Skinner | Hancock | Delaware. |
| William F. Smith | Flushing | Queens. |
| Sarah C. Sniffen | Brooklyn | Kings. |
| M. Therese Sterling | Antwerp | Jefferson. |
| James F. Tuthill | Corning | Steuben. |
| Ella E. Wager | Chatham | Columbia, |
| Anna A. Waters | Jamaica | Queens. |
| Franklin Weyant | Tomkin's Cove | Rockland. |
| Charles F. Wheelock | Canajoharie | Montgomery. |
| Arthur W. Wiltsie | Hannibal | Oswego. |
| Leon O. Wiswell | Nichols | Tioga. |

5. STATISTICAL TABLE — STATE CERTIFICATES.

The following table shows the number of persons examined, and the number who have passed the examinations since the law was enacted, June 9, 1875, whereby State certificates are to be granted only upon examination, instead of upon recommendation as formerly :

| | Number examined. | Number passed. |
|-------------|---------------------|-------------------|
| 1875 | 9 | 4 |
| 1876 | 47 | 21 |
| 1877 | *25 | 11 |
| 1878 | 27 | 14 |
| 1879 | 46 | 30 |
| 1880 | 47 | 20 |
| 1881 | 34 | 12 |
| 1882 | 30 | 7 |
| 1883 | 63 | 19 |
| 1884 | 71 | 22 |
| 1885 | 111 | 21 |
| 1886 | 126 | 34 |
| Totals..... | 636 | 215 |

*Estimated.

6. EXAMINATIONS FOR STATE CERTIFICATES.

CIRCULAR OF 1887.

STATE OF NEW YORK:

DEPARTMENT OF PUBLIC INSTRUCTION, }
 SUPERINTENDENT'S OFFICE, }
 ALBANY, *November 20, 1886.* }

To the Public:

For the purpose of supplying early information concerning the annual examinations for State certificates, held under the direction of this Department, the following particulars are submitted:

It is now probable that the examinations may be held about the 23d of August next, and if sufficient appropriation shall be made by the incoming Legislature, it is the intention to provide for examinations at a larger number of points in the State than heretofore, for the purpose of accommodating the largely increasing number of candidates.

The examinations of 1886 were held on the 29th of June last, at New York, Albany, Rochester, Watertown and Binghamton. As soon as the time and places can be determined upon (about May next), a programme will be published and sent upon application, giving full particulars, and specifying the hours of each day fixed for prescribed studies.

The examinations will, as heretofore, be conducted by competent persons, the results reported to me with all accompanying papers, and such of the candidates as have given satisfactory evidence of their learning, ability, experience and good character, will receive certificates qualifying them to teach in any of the public schools of the State.

In order to be admitted to the examinations, candidates must be present at the beginning of the examination, produce satisfactory testimonials of good character, and proof of at least two years' successful experience as teachers. They must pass a *thorough examination* in the following named branches:

Algebra, Arithmetic, American History (Outlines of), Composition, Geography, Geometry (Plane), Grammar and Analysis, Reading, Spelling and Writing.

They will also be expected to have a *general knowledge* of Astronomy, Book-keeping, Botany, Chemistry, Civil Government, Drawing (Linear and perspective), Geology, General History, Literature (General), Methods and School Economy, Physics, Physiology and Hygiene, Rhetoric, School Law, Zoology

State certificates will be issued only to those whose examinations show a standing of at least 75 per cent in each one of the *thorough* examination branches, and an average standing of at least 75 per cent in the *general knowledge* branches, and who do not fall below 50 per cent in any one study in the latter class.

All candidates who pass the required percentage in three or more of the designated studies, but not in all, will be credited, at this Department, for those studies in which they shall have passed, and a certificate to this effect will be given, and they will not be required to be again examined in the same studies, and on passing the required percentage in the remaining designated studies at any subsequent examination for State certificates, held not later than the second year thereafter, will be entitled to receive a State certificate. This gives to candidates opportunity for three distinct yearly trials.

The examinations will be open to candidates residing in any part of the State, and to such residents of other States as declare it to be their intention to teach in this State.

In reply to many inquiries, it may be interesting to quote the following extract from section 15 of title I of the Consolidated School Act of 1864, as amended by section 5, chapter 567 of the Laws of 1875, relating to the powers of the State Superintendent of Public Instruction touching this subject: "He may grant, under his hand and seal of office, a certificate of qualification to teach, and may revoke the same. While unrevoked, such certificate shall be conclusive evidence that the person to whom it was granted is qualified by moral character, learning and ability, to teach any common school in the State. Such certificate may be granted by him only *upon examination*." There can be no evasion of this law, and no certificate will be granted in any case except in conformity with its provisions.

It is the intention of this Department to make these examinations a thorough test of merit. No "catch questions" will be introduced, but the examinations will be sufficiently rigid to prove the ability of the applicant, to the end that a State certificate, when granted to a successful candidate, shall be the most signal honor which is bestowed upon the progressive teachers of the Commonwealth.

This circular is intended to give the general character of the plan of State examinations, but the Department will at all times cheerfully and promptly reply to inquiries not answered herein.

Very respectfully,

A. S. DRAPER,

State Superintendent of Public Instruction.

EXHIBIT No. 9.

EDUCATIONAL EXHIBIT.

1. DEPARTMENT CIRCULAR.
 2. LIST OF CONTRIBUTORS.
-
-

AN EDUCATIONAL EXHIBIT.

1. DEPARTMENT CIRCULAR.

STATE OF NEW YORK :

DEPARTMENT OF PUBLIC INSTRUCTION, {
SUPERINTENDENT'S OFFICE, {
ALBANY, *August 1, 1886.* }

To

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Believing that the Department of Public Instruction of the State of New York possesses opportunities, too valuable to be neglected, for contributing largely to the pleasure and instructive entertainment of its educational visitors, by establishing within itself distinctive educational features of interest, I caused a request to be sent a few weeks since to a number of publishers of text-books and other educational works, asking for sample copies of all their publications. I desired to place them on exhibition in this Department as appropriate objects of observation and reference to all interested in the progress of authors' and publishers' arts in this direction.

The responses to those requests were so prompt and so generous, and in many cases were accompanied by such valuable suggestions and such hearty assurances of co-operation, that the Department is encouraged not only to extend these requests but to broaden their scope and include modern school apparatus and fixtures, and any thing legitimately connected with educational uses and requirements. From the encouragement already received, I confidently look forward to the realization of the possibility of organizing, through the aid of friends who may become interested in increasing the usefulness of this Department in its efforts to promote the best interests of the common schools, an educational exposition which will be a credit not only to the State but to those who contribute to make it such, and a most interesting exemplification of the development and progress of educational work in all directions, which will attract and please progressive educators, and all who are considering not only what has already been accomplished but the possibilities which await further effort.

It is believed that the way is open, and the opportunity at hand for the creation in this State of an educational bureau or museum,

and a pedagogical library, which will prove of increasing interest to teachers, pupils, commissioners, trustees, and parents, and that intelligent inquiry suggested by such an exposition, by leading to comparison and investigation, may result in the substantial improvement of our school-rooms, our schools, and in methods of instruction.

To the accomplishment of this end, I invite all who may feel an interest in the full development of this feature to forward to this Department such contributions as it may be in their power or convenience to furnish, embracing substantially the following:

Text-books — New and old. We desire to put side by side the text-books of the present day and those of past generations, and allow visitors to draw their own conclusions as to progress exhibited.

Educational works — Pertaining to the theory and practice of teaching, and to methods of instruction. Aids and hints to teachers, the philosophy of education, and all works which have for their object the enlargement of the scope of the teacher and the school.

Educational periodicals — Current numbers, or bound volumes of previous years. Current numbers will be placed on file for consultation by educational visitors.

Educational reports — State, county, city or village, as far back as it is possible to go. The Department is especially anxious to obtain the reports of the Superintendents of Common Schools of the State of New York previous to 1839.

School apparatus — Globes, maps, charts, seats, desks, school-room furniture, kindergarten blocks, and all modern appliances for illustrating class work — in fact any thing which aims to show how it may be easier for teachers to teach and pupils to learn.

Photographs — Of prominent educators of the State, of Normal school buildings, academies, high schools, and improved common school buildings.

Every contribution to this feature will be promptly acknowledged — the book or article properly labeled with name of donor, and carefully preserved. Arrangements will be made for conspicuously arranging and properly explaining exhibits received. All contributors and other friends of education everywhere are earnestly invited to visit the Department at their pleasure, to inspect exhibits already received, being always assured of a cordial welcome.

Persons having books or articles which they are willing to contribute to this object will please advise me of the nature of such contribution before sending the same to the Department, in order that we may guard against the unnecessary duplication of exhibits.

It must be understood by all that this Department cannot undertake to recommend the introduction of any book or article received. Our aim is simply to allow an opportunity for those interested in educational progress to examine improved school appliances, and to interest them in the prosperity of our schools, and in all things which may tend to increase it.

Very respectfully yours,

A. S. DRAPER,

State Superintendent.

2. LIST OF CONTRIBUTORS.

TEXT-BOOKS AND EDUCATIONAL WORKS.

| | | Books. | Pamphlets |
|---|---------------------|--------|-----------|
| A. S. Barnes & Co..... | New York..... | 37 | 25 |
| Iverson, Blakeman, Taylor & Co.. | New York..... | 159 | 79 |
| Harper & Brothers..... | New York..... | 123 | 15 |
| D. Appleton & Co..... | New York..... | 80 | 77 |
| Clark & Maynard..... | New York..... | 29 | 6 |
| Taintor Bros., & Co..... | New York..... | 82 | 24 |
| E. L. Kellogg & Co..... | New York..... | 8 | 3 |
| Sheldon & Co..... | New York..... | 14 | .... |
| University Publishing Co..... | New York..... | 3 | .... |
| A. Lovell & Co..... | New York..... | 4 | .... |
| Leach, Shewell & Sanborn..... | New York..... | 2 | .... |
| D. T. Ames..... | New York..... | 1 | .... |
| Wm. Wood & Co..... | New York..... | 2 | .... |
| D. L. Scott-Browne..... | New York..... | 4 | .... |
| Townsend Mac Coun..... | New York..... | 1 | .... |
| C. W. Bardeen..... | Syracuse, N. Y... | 46 | 76 |
| Prof. Chas. T. Pooler..... | Deansville, N. Y.. | 2 | .... |
| Mrs. George Hemiup..... | Geneva, N. Y.... | 1 | .... |
| Van Antwerp, Bragg & Co..... | Cincinnati, Ohio.. | 78 | 27 |
| D. C. Heath & Co..... | Boston, Mass..... | 13 | .... |
| Boston School Supply Co..... | Boston, Mass. ... | 5 | .... |
| Inter-State Publishing Co..... | Boston, Mass..... | 11 | 19 |
| Thompson, Brown & Co..... | Boston, Mass..... | 4 | .... |
| Sower, Potts & Co..... | Philadelphia, Pa.. | 30 | 12 |
| J. B. Lippincott Co..... | Philadelphia, Pa.. | 7 | .... |
| C. C. Shoemaker, Manager Nat'l School of Elocution and Oratory | Philadelphia, Pa.. | 4 | 16 |
| G. & C. Merriam..... | Springfield, Mass.. | 1 | .... |
| A. Flanagan..... | Chicago, Ill..... | 5 | 3 |
| John P. Morton & Co..... | Louisville, Ky.... | 12 | .... |
| Wm. Briggs..... | Toronto, Ont..... | 1 | .... |
| L. D. Wines..... | Ann Arbor, Mich. | 1 | .... |
| John Trainer..... | Decatur, Ill..... | 1 | .... |
| F. G. Morris..... | Easthamp'n, Mass. | 1 | .... |
| Milton Bradley C..... | Springfield, Mass.. | 1 | .... |

EDUCATIONAL MAPS.

| | |
|---|-------------------|
| Rand, McNally & Co. (10)..... | Chicago, Ill. |
| A. H. Andrews & Co. (20) | New York. |
| Iverson, Blakeman, Taylor & Co. (6) | New York. |
| Townsend Mac Coun..... | New York. |
| Sower, Potts & Co. (6) | Philadelphia, Pa. |

| | |
|---|--------------------|
| Union Supply Co. (12)..... | Indianapolis, Ind. |
| Boston School Supply Co. (folding globe) .. | Boston, Mass. |
| Pearce Giles (1)..... | Syracuse. |

SCHOOL FURNITURE AND APPARATUS.

| | |
|---|---------------------|
| A. H. Andrews & Co. (1 30-inch terrestrial globe, 1 wall case containing 8 large geographical maps, 1 wall case containing 8 anatomical maps, 1 large cabinet containing terrestrial globe, new colored-zone tellurian globe, improved orrery, hinged globe-case with globe, arithmetical and geometrical forms and solids, object-teaching forms and solids, numeral frames, crayon, crayon holders and erasers, liquid slating, school-room mottos, etc.).. | New York. |
| Grand Rapids School Furniture Company (school seat)..... | Grand Rapids, Mich. |
| Union Supply Company (school cabinet with geographical and anatomical maps mounted and enclosed) | Indianapolis, Ind. |
| The Wittram Manufacturing Company (eraser)..... | San Francisco, Cal. |
| Jos. Dixon Crucible Company (lead pencil sharpener) | Jersey City, N. J. |
| Schlicht & Field Company (adding register) | Rochester, N. Y. |
| Western Card Company (illuminated cards) | Elgin, Ill. |

SCHOOL CHARTS.

| | |
|--|---------------|
| D. Appleton & Co..... | New York. |
| Iverson, Blakeman, Taylor & Co..... | New York. |
| Taintor Brothers, Merrill & Co. (writing) | New York. |
| Taintor Brothers, Merrill & Co. (primary lessons)..... | New York. |
| Interstate Publishing Company..... | Boston, Mass. |
| Silver, Rogers & Co. (Normal music charts, 1st and 2d series)..... | Boston, Mass. |

WORK OF DEAF AND DUMB PUPILS.

| | |
|---|-----------|
| Institution for Improved Instruction of Deaf-Mutes..... | New York. |
|---|-----------|

(This is a very interesting and creditable display, consisting of specimens of wood-work, wood carving, oil paintings, pencil drawings and pen and ink drawings.)

BOOKS USED BY BLIND PUPILS.

New York-State Institution for the Blind. Batavia.

OLD TEXT-BOOKS.

| | | Number. |
|---------------------------------|-------------------------|---------|
| Professor Sherman Williams..... | Glens Falls, N. Y..... | 10 |
| Adam McCormick. | Lisbon, N. Y. | 5 |
| A. J. Jaqueth..... | Camillus, N. Y.... | 4 |
| Herbert Brownell..... | Clarks' Mills, N. Y.... | 3 |
| J. R. Powell, Jr..... | Old Chatham, N. Y.... | 2 |
| D. D. Cottrell..... | New Bremen, N. Y.... | 1 |
| Jas. E. Hughes..... | Pittsford, N. Y..... | 1 |
| Miss Mary M. Mitchell..... | Adams, N. Y. | 1 |
| Professor L. S. Packard | Argyle, N. Y. | 7 |
| F. J. Farr | Fairhaven, Vt..... | 5 |
| Hon. James G. Graham..... | Newburgh | 1 |

EDUCATIONAL PERIODICALS.

The following educational publications reach the Department regularly :

| | |
|--|-----------------------|
| The School Journal..... | New York. |
| Teachers' Institute..... | New York. |
| Science and Education..... | New York. |
| Penman's Journal..... | New York. |
| Phonographic World..... | New York. |
| The School Bulletin..... | Syracuse, N. Y. |
| Educational Gazette..... | Rochester, N. Y. |
| Queries..... | Buffalo, N. Y. |
| Hartwick Seminary Monthly..... | Hartwick Sem., N. Y. |
| The Cosmopolitan..... | Rochester, N. Y. |
| The Chautauquan..... | Meadville, Pa. |
| Journal of Education..... | Boston, Mass. |
| American Teacher..... | Boston, Mass. |
| Popular Educator..... | Boston, Mass. |
| The Citizen | Boston, Mass. |
| Journal of Education..... | New Orleans, La. |
| The Practical Educator..... | Trenton, N. J. |
| Illinois School Journal..... | Normal, Ill. |
| Pennsylvania School Journal..... | Lancaster, Pa. |
| The Student | Philadelphia, Pa. |
| The School Herald..... | Chicago, Ill. |
| Hebraica..... | Chicago, Ill. |
| American Journal of Education..... | St. Louis, Mo. |
| Public School Journal..... | Mt. Washington, Ohio. |
| The Supplement..... | Detroit, Mich. |
| Saginaw Valley School Journal..... | Chesaning, Mich. |
| Western School Journal..... | Topeka, Kan. |
| Educational Courant..... | Louisville, Ky. |
| Ohio Educational Monthly and National Teacher..... | Akron, Ohio. |
| Dakota Teacher..... | Huron, Dak. |
| Delaware County Teacher..... | Greeley, Iowa. |

NEWSPAPERS.

| | |
|--|-------------------------|
| Schoharie Republican (with educational department conducted by Prof. S. Sias)... | Schoharie, N. Y. |
| Granville Republican..... | Granville, N. Y. |
| South Side Observer | Rockville Centre, N. Y. |

PHOTOGRAPHS.

| |
|--|
| Photograph of Oswego Normal School. |
| Photograph of Cortland Normal School. |
| Photograph of Dr. James H. Hoose, Principal of Cortland Normal School. |

EXHIBIT No. 10.

SANITARY CONDITION OF
SCHOOL-HOUSES.

CORRESPONDENCE BETWEEN THE DEPARTMENT OF PUBLIC INSTRUCTION
AND THE STATE BOARD OF HEALTH.

SANITARY CONDITION OF SCHOOL-HOUSES.

CORRESPONDENCE.

THE SUPERINTENDENT OF PUBLIC INSTRUCTION TO THE STATE BOARD
OF HEALTH.

STATE OF NEW YORK:

DEPARTMENT OF PUBLIC INSTRUCTION }
SUPERINTENDENT'S OFFICE, }
ALBANY, *December 1, 1886.* }

Dr. LEWIS BALCH,

Secretary State Board of Health :

SIR.—It is a fact generally known, and which the investigations of this Department have abundantly verified, that the condition of very many of our school-houses, especially the location, manner of construction and general condition of water-closets and out-buildings, particularly in the rural districts, is such as to be detrimental to the health of pupils. It is my purpose to ask for such legislation at the approaching session of the Legislature as will enable and require boards of education and trustees to remedy the existing evils. Experience has proved that this can only be accomplished by extreme measures such as should be invoked only to suppress extreme evils.

If you will be good enough to advise me what requirements, in the direction I have indicated, the State Board of Health will hold to be essential to proper sanitation and the safety of the pupils, I will be obliged to you. While I shall be thankful for any suggestions you may see fit to make as to what steps it is advisable to take in the premises, I particularly request that you will distinguish between measures which are *advisable* and those which are *essential* to the end that we may have a clear statement of the requirements which the State ought, in the interests of health, to compel compliance with.

I am,

Yours very respectfully,

A. S. DRAPER,
Superintendent.

REPLY.

STATE BOARD OF HEALTH OF NEW YORK, {
ALBANY, *December 4, 1886.* }

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.— I have the honor to acknowledge your favor of the 1st inst., asking what requirements in school-houses the State Board of Health would regard as essential to the proper sanitation and safety of the pupils.

The condition of the common schools of the State early attracted the attention of the State Board of Health ; and in its report transmitted to the Legislature in February, 1882, will be found a valuable chapter on school hygiene by Dr. D. F. Lincoln, the expert employed by it to visit certain schools of this State, report their condition and offer suggestions by way of improvement.

The board is now following up this work by securing through the health officers of the various local boards of health a report on the condition of the schools within their sanitary jurisdiction. Several hundred of these reports are now tabulated, and others are coming in daily. The whole will be presented in the forthcoming report of this board. They indicate the great need of legislation such as you propose. The following requirements this board holds to be essential to the sanitary welfare of the school children of the State :

1. Building should rest on a good dry foundation, and be constructed to insure the comfort of children during inclement weather.

2. Class-rooms should be arranged so as to admit light from left side and back of pupils, and the area of windows should be one-fourth of floor space.

3. Not less than 250 cubic feet of air-space should be allowed per pupil, and provision for changing air should be made, so as to secure each pupil not less than 30 cubic feet of fresh air per minute.

4. The temperature of the school-rooms should in winter be maintained at a range not to exceed from 68 deg. Fahr. to 70 deg. Fahr.

5. Closets should be provided for each sex, entirely separate from each other, and having entirely separate means of access. When situated outside the building, they should be about 50 feet distant, and should be connected with it by a covered walk.

Privy vaults should be utterly abolished. Movable boxes or buckets should be placed under the seats and earth or ashes provided as a deodorant. Buckets should be cleaned out, at least once a week.

6. In addition to his other legal powers over schools the Superintendent of Public Instruction should have authority to oblige school trustees to make improvements or repairs in school buildings for sanitary purposes whenever the local board of health considers such necessary, and their judgment is supported by that of the State Board of Health. I remain, sir,

Yours truly,

LEWIS BALCH,

Secretary.

EXHIBIT No. 11.

INDIAN SCHOOLS.

1. NAMES AND POST-OFFICE ADDRESSES OF SUPERINTENDENTS.
2. REPORTS OF SUPERINTENDENTS.
3. STATISTICAL TABLE.



INDIAN SCHOOLS.

1. NAMES AND POST-OFFICE ADDRESSES OF SUPER-INTENDENTS.

SUPERINTENDENTS OF SCHOOLS, INDIAN RESERVATIONS.

| Superintendents. | Reservations. | Post-office address. |
|--------------------------|------------------------------|----------------------|
| Joseph E. Hazard..... | Allegany and Cattaraugus.... | Randolph. |
| N. L. Tilden..... | Oneida and Madison..... | Vernon. |
| W. W. Newman..... | Onondaga | South Onondaga. |
| Sidney G. Grow..... | St. Regis..... | Hogansburgh. |
| J. S. Raynor | Shinnecock and Poospatuck.. | East Moriches. |
| W. L. Paxon | Tonawanda..... | Akron. |
| Norman P. Browning | Tuscarora..... | Suspension Bridge. |

2. REPORTS OF SUPERINTENDENTS.

REPORT OF THE SUPERINTENDENT OF THE ALLEGANY AND CATTARAUGUS INDIAN RESERVATION.

Hon. A. S. DRAPER,

Superintendent of Public Instruction:

SIR.—I have the honor to submit this, my first annual report, showing the condition and prospects of the 15 Indian schools under my charge, 6 of which are located on the Allegany, and 9 on the Cattaraugus Reservation. The report is necessarily incomplete from the fact that the schools have been in session only a few weeks during the short time since my taking charge of them.

As to the condition of the schools would say that they seem to be hopefully improving and growing in favor among the Indians, many of whom express themselves as anxious to see their children educated, and who appreciate the great educational work done for them by the State which, if left to the Indians themselves, would be almost entirely neglected, as they are not possessed of the means to give their children such an education as is absolutely necessary to fit them for the common duties of life; much less to fit them for the responsibility and duties sure to devolve upon them at no very distant day when they shall have been made citizens. While there has been a steady advancement in the general condition and influence of the schools, there have been many difficulties to contend with, some of which I would respectfully call your attention to with a view of considering how they may be overcome and schools made to effect the best possible results. Nearly all of the school buildings are old and have been uncomfortable for years. Some of them are now dilapidated and would not be considered by the average farmer as fit in winter for shelter for stock. Some of them should be replaced at once by small new buildings; built plain, but comfortable. Others should be thoroughly repaired and made suitable for use. The State should see that they are kept well repaired for the protection of its own property if for no other purpose; \$1,000 could be expended at once in repairs to great advantage.

Under the present system the fuel is furnished by the Indians, but of necessity is often neglected. Wood is getting very scarce on the Cattaraugus Reservation, and it is about as much as the Indians are able to do to provide fuel for themselves; and the schools are frequently entirely without fuel, which is usually furnished in small quantities. With these difficulties to contend with it is very hard to get desirable teachers, who must necessarily be ladies in most cases. The result has been that in a great many instances unquali-

fied and inexperienced teachers have been employed. Within the past two months a school building has been constructed at Red House, on the Allegany Reservation, which is a credit to the State, a source of pride and great satisfaction to the Indians. The amount appropriated was small, but ample to meet the requirements. A somewhat smaller sum would be sufficient in the other districts where there is most need of new buildings. The school buildings are scattered over a large extent of territory, and with the 737 Indian children of school age on the Reservation, the present 15 schools are few enough to accommodate them. The prospects of the schools seem encouraging. Improved methods of teaching have been introduced, examinations have been held and certificates granted, thus raising the standard of the teachers employed, who are in every instance teachers of ability and experience, and who, I have reason to believe, will do effective conscientious work, and labor for the moral and intellectual improvement of the Indian youth.

JOS. E. HAZARD,
Superintendent.

RANDOLPH, *October 1, 1886.*

REPORT OF THE SUPERINTENDENT OF THE ONEIDA AND MADISON
INDIAN RESERVATION.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—In compliance with your request, the following report of the Indian schools on the Oneida and Madison Reservation for the year ending August 20, 1886, is respectfully submitted, in addition to the financial and statistical report already sent you.

There are 2 school districts on the reservation, 1 in Oneida and the other in Madison county, which are located so far apart that two schools are needed to accommodate all the children on the reservation. The cost of these schools to the State for the year was \$400.20, which are maintained wholly by the State as the Indian people in these districts are not in a condition to furnish any thing of any account for school purposes. The school-houses will need some repairs, but not very extensive ones, to keep them in good condition for the present year.

The whole number of children of school age residing on the reservation at the close of the school year was 37. The average number of weeks the schools were taught was 30. The average daily attendance was about 14. The whole number of pupils attending school some portion of the year was 29.

The schools on the reservation are now in session and are taught by the same teachers who conducted them last year, and are

employed with the approbation of the parents of these children, which is a great change for the better, for heretofore they have been too anxious for a change of teachers for the good of these schools.

Respectfully submitted,

N. L. TILDEN,

Superintendent.

VERNON, *December 3, 1886.*

REPORT OF THE SUPERINTENDENT OF THE INDIAN SCHOOL ON THE
ONONDAGA RESERVATION.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR. — According to your order of June 26, 1886, appointing me superintendent of the Onondaga Reservation school, and the instructions accompanying the same, I immediately, on the 29th, took with me Mr. L. P. Field, who has been long and intimately acquainted with the tribe, to the reservation.

Upon a personal invitation the chiefs assembled at the council-house, and deliberated on your request that I “should at once proceed to procure the assent of the chiefs of the tribe to the selection of a proper site” for a new school-house “upon the main road running through the reservation, and as near the center of the reservation as may be,” and then the chiefs led us out to the rear of their cemetery, on a small triangular piece of ground scarcely large enough for the building, and said, “Here is the place we have selected.” We both remonstrated against such a small by-way site, away from the highway and so near their groceries and loafing and ball-playing resorts. Then we picked out about half an acre in front of their burial ground, on the main road, and beside their Good Templars’ hall, and I tried for some two or three weeks, aided by the Indian agent, Thomas D. Green, to get the assent of the chiefs to this site. But a vague fear of signing a deed to a half acre for a State school for Indian children, or a difference of opinion as to the details of any agreement, or indifference in the cause of education, made it impossible to get a suitable site in that way. Therefore a larger site, of an acre on the main highway about midway between the Methodist and the Episcopal churches, was secured for \$25 by a quit-claim deed of what is generally known as the Indian “possessory title,” and with that perhaps first Onondaga Indian individual quit-claim deed which was signed by William and Avis Hill, acknowledged by a notary public, witnessed by the superintendent of the school, with the written approval of the Indian agent and the State Superintendent, and recorded in the

Onondaga county clerk's office, aided by the treaty deed of September 12, 1788, of the whole reservation to the State of New York, all combined, we think, is a sufficiently reliable title to a good school site. On this site a \$600 school-house is nearly completed, and, when furnished with the \$150 appropriated for that purpose, the Onondagas will have school accommodations that will be at least as good as those furnished to white children in neighboring districts. We need about \$100 more to refund the cost of the site and to fence and ornament the same.

As to teachers for this school, your letter of August 21 says: "The teacher upon your reservation has heretofore been paid \$8 per week for time employed, and you may pay the same amount hereafter. I have no desire to direct as to who shall be employed, I leave that to your good judgment. I desire you to pursue the course best calculated to pacify the trouble upon the reservation and bring the Indian children into our school. I desire that there should be regular terms of the school and that regular school hours shall be observed, and that the school shall in every way be conducted in a methodical and orderly manner."

In looking over the ground in the light of the above instructions, I found that the State school had been held for perhaps forty years in the old school-house on the site of the Methodist Episcopal mission, and during recent years had been taught by the experienced and well-qualified wife of the missionary, and late Superintendent C. W. Lane, but that venerable building had been sold and moved off the mission grounds. The Episcopalians also had maintained a parochial school 17 years in their school-room adjoining their church, and the chiefs had recently hired an Indian woman, Libbie Scanado, to teach their school.

Libbie Scanado had been a pupil in the Cazenovia Seminary and in the Albany State Normal School, and a teacher in the Onondaga and St. Regis Reservations. Some Indians argued with me that when an Indian boy or girl was well educated in our best schools, they should be encouraged to teach at least in Indian schools. But on the contrary, many whites argued that the best way to educate Indian children is to place them exclusively in the care of white teachers.

I wrote to Bishop F. D. Huntington, in regard to the employment of his parochial teacher. He replied that "Mrs. Mary Rose Barker is an unusually accomplished lady of large experience in teaching, kindly and pleasant in her manners, very fond of children, with a motherly disposition, and bright in her methods." He added: "I have never been able to see any reason, except what I have given, why there should be more than one school on the reservation, and why all the children might not be taught together by a competent person. If you should think Mrs. Barker to be well qualified for the position, I should be willing to turn our scholars in with the others, and give her the charge of them all. If she should need an assistant, one could no doubt be found."

In accordance with your instructions to try to gather the children of these three schools into one school, I finally made a temporary arrangement to put Mrs. Barker into the school as principal, to spend the forenoon as the teacher and Mrs. Scanado as assistant and teacher in the afternoon, with the additional labor of caring for the school-house at noon and before and after school, and dividing the stipend equally between them. It is a novel arrangement and has its objections; but I believed it to be the most feasible attempt to bring the children into one State school that all the surroundings presented. Hoping that the effort in behalf of one union school for all the Indian children will succeed, and that the Legislature will give us an additional and much needed appropriation, I remain,

Yours truly,

W. W. NEWMAN,

Superintendent.

SOUTH ONONDAGA, *December 1, 1886.*

REPORT OF THE SUPERINTENDENT OF THE ST. REGIS INDIAN RESERVATION.

HON. A. S. DRAPER,

Superintendent of Public Instruction:

SIR. — I have visited the schools on the reservation several times from May until November 1, 1886, and found the school-houses in a good state of repair, warm and comfortable. I have placed in three of the schools a small globe, and in each of the schools a map of the United States.

The teachers are all interested in their work and are making some marked progress in the attendance of the children, also in the different studies.

Schools No. 1 and No. 2 seem to be behind in attendance and advancement, and especially in No. 2 it is hard work to get the children to come to school. It appears that at some time previous to this date some one of the teachers made a practice of making presents to all the children to attend school; and when a new teacher came in to take the place of the old, the children would not come to school. I learned the cause and called the children to the school-house and offered prizes to the scholar that attended the most punctual, and the best in reading, spelling, etc. The result was a fair attendance, but not as good as it should be. School No. 3 is in good condition, and the children are doing very well and attending with credit to the district. School No. 4 is the school of the reservation in every sense of the word; punctuality and advancement in each branch that is taken up; well attended and well conducted by the teacher. No. 4 is the last school-house built, but it is first in government and education. The main difficulty in all of the schools is in getting the children to attend school regularly, and for this reason in particular, I offered prizes for attendance, etc.

There is a portion of the Indian reservation quite remote from the schools, and is in the south-west portion of the reservation, and has a population of about 20 to 30 families, with say, from 30 to 40 children. I would suggest that a school-house be built in this section so as to accommodate those children. The children are growing up in ignorance and neglect. I earnestly hope and pray that this request may meet the approval of the Department.

There are quite a number of children from this reservation at school in Philadelphia, Penn. The Lincoln Institute and the Carlisle schools are the schools that the Indian children are attending, and the parents report that the children are making good progress.

Respectfully submitted,

SIDNEY G. GROW,
Superintendent.

HOGANSBURGH, *November 10, 1886.*

REPORT OF THE SUPERINTENDENT OF THE SHINNECOCK AND POOSPATUCK INDIAN RESERVATION.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—In response to your request, I have the honor to present the following report concerning the Shinnecock and Poospatuck schools, for the year ending August 20, 1886 :

In both schools we have new teachers.

At Shinnecock, Mrs. Henry, a colored woman of some experience as teacher in the Freedmen's schools, has charge, while her husband comes to the tribe as a missionary or preacher. He also has a class in the school.

I have hopes that their combined efforts for mental and spiritual advancement will result favorably.

In both these schools I see that there is compliance with the law, which requires a teaching of the effects of alcohol and tobacco on the system. I consider this law a very important piece of school legislation, and I believe that obedience to its requirements will be attended with good results.

I think there is nothing new or important to report concerning the condition and prospects of these schools. I propose that the best possible use shall be made of the aid liberally and promptly granted by the State.

Respectfully submitted,

J. S. RAYNOR,
Superintendent.

EAST MORICHES, *October 18, 1886.*

REPORT OF THE SUPERINTENDENT OF THE TONAWANDA INDIAN RESERVATION.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—In accordance with the regulations of your Department, I respectfully submit this report of the condition and prospects of the Indian schools on the Tonawanda Reservation. In making this, my third annual report, it is gratifying to me to be able to report the schools in a fairly prosperous condition. The buildings are comfortable and the schools have been well attended, considering the little interest that many of the pagan Indians take in educating their children. We have been fortunate in procuring teachers and we have had good schools. And in order to accomplish that end it is necessary that we should employ teachers that will please both parents and children. Teachers have to labor with the parents in order to get the children to attend school; and I have been particular to employ such teachers; and I require the teachers to keep up the number as well as instruct the scholars. By referring to the statistical report of the present year you observe the average attendance has been fully kept up to any former year. We find, however, that it requires considerable attention to keep up an interest in an Indian school. We have, however, the benefit of quite a number of educated Indians on our reservation. And when we find an educated Indian he invariably takes an interest in educating Indian children.

Every intelligent person that has any knowledge of the present condition of the Indians on this reservation, as compared with their condition ten years ago, must admit that their condition has been greatly improved by reason of the education they have received. Therefore, I am enabled to report that the condition and prospects of the schools on the Tonawanda Reservation are encouraging.

Respectfully yours,

WM. L. PAXON,
*Superintendent.*AKRON, *September 27, 1886.*

REPORT OF THE SUPERINTENDENT OF THE TUSCARORA RESERVATION.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—In making my first annual report, it affords me pleasure to say that I believe the schools of this reservation are in a prosperous condition. On the invitation of Superintendent Gil-

mour, I spent a day in these schools during his administration, and I know from my visits during this year that very noticeable improvements have been made since my first visit. The educational advantages the State provides are having a marked influence on the tribe for good. The dwellings are better, their farms are more generally cultivated by the natives, and there are evidences of thrift on every hand.

The fact that educated Indians are better supplied with the necessities and comforts of life is having its effects upon others who have never manifested any desire for learning.

The schools are taught by intelligent and energetic native teachers, who use every opportunity to better qualify themselves for their duties, both teachers having attended "county institute," and one of them spent three weeks at a "summer school."

I find great difficulty in inducing all the parents to send their children to the schools. I have spent nearly two days in making the acquaintance of influential members of the tribe, to secure their co-operation in bringing all children of school age to attend the school some portion of the year.

I think a new house is needed in District No. 1, and a change of site is desirable. I believe a little money expended in ornamenting the school-rooms would pay. I believe that the schools should be supplied with supplementary reading.

In a former report I gave financial and statistical statements, hence their absence from this report.

Finally, I am satisfied that the money expended by the State for these schools is bringing quite as satisfactory results as could be looked for, and I believe that the Tuscaroras are being fitted for the duties of good citizens.

Your obedient servant,

N. P. BROWNING,

Superintendent.

SUSPENSION BRIDGE, *December 6, 1886.*

3. STATISTICAL TABLE.

The following table shows the attendance, etc., at the several Indian schools on the different reservations.

| | No. of districts. | No. of pupils of school age. | No. of weeks taught. | No. attending school some portion of the year. | Average daily attendance. | No. of teachers. | Expense. |
|--------------------------------|-------------------|------------------------------|----------------------|--|---------------------------|------------------|------------|
| Allegany and Cattaraugus | 15 | 866 | 36 | 596 | 281 | 17 | \$4,300 04 |
| Oneida and Madison..... | 2 | 37 | 30 | 29 | 14 | 2 | 371 40 |
| Onondaga | 1 | 100 | 30 | 40 | 30 | 1 | 400 20 |
| St. Regis | 4 | 300 | 40 | 125 | 60 | 4 | 1,650 60 |
| Shinnecock and Poospatuck..... | 2 | 59 | 31 | 57 | 24 | 2 | 719 02 |
| Tonawanda..... | 3 | 178 | 40 | 123 | 54 | 3 | 952 03 |
| Tuscarora | 2 | 171 | 33 | 91 | 30 | 2 | 729 04 |
| | 29 | 1,711 | ..... | 1,061 | 493 | 31 | \$9,122 33 |

EXHIBIT No. 12

INSTITUTIONS FOR DEAF AND
DUMB.

1. REPORTS OF SUPERINTENDENTS.
 2. STATISTICAL TABLE.
-
-

INSTITUTIONS FOR DEAF AND DUMB.

1. REPORTS OF SUPERINTENDENTS.

NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—In detailing to you the work accomplished by this institution during the year ending September 30, 1886, it seems pertinent to observe that its methods are the result of an experience of over sixty-eight years, and are the accepted conclusions of a policy which has successfully maintained the balance between theory and practice, by “proving all things and holding fast to that which is good.”

Its system is inclusive, and not exclusive. It retains in an improved form the pantomimic signs of De L' Epée, the word signs of Sicard, and the manual alphabet of Bonet. It exhibits the effective principles of grammar as shown in the relations of predicate to subject, and in adverbial and adjective modifications thereof by means of phrases and clauses. It, at the same time, makes large use of what is called the natural method of teaching language, which consists, to a great extent, in the interpretation of forms of speech by means of context and surrounding circumstances, or of its presentation in special connections. For instance, a number of objects, exactly alike in every respect except color, can be made the ground-work of simple sentence teaching of French to a hearing child without the intervention of English, or of English to a deaf child without the intervention of signs. For instance, if a teacher, taking up a number of books says, successively, in French, “Ce livre ci est rouge,” “Ce livre ci est bleu,” “Ce livre ci est jaune,” “Ce livre ci est vert,” or in writing, to a deaf-mute, “This book is red,” “This book is blue,” “This book is yellow,” “This book is green,” he effectively teaches, without effort, a form of sentence and the meaning of the words that compose it. The hearing student of French, and the deaf-mute student of English, may then reverse the process, and, taking up the books, repeat the declaration. So far has this principle been carried out in this institution, that I have found it necessary to prepare a book to illustrate it and serve as a guide to teacher and parents in elementary instruction.

Further than this, it recognizes the value of the various *instruments of expression*, as appealing to the eye in *reading*, such as print, writing, dactylology, signs, and the movements of the organs of speech, seen not heard, and requires, on the part of the pupil, the corresponding act in conveying his ideas to others. In this connection lip-reading, which is taught by means of a phonic alphabet that accurately gives each articulation in a word, and enables the pupil to write it in phonetic spelling which he afterward gives in its orthographic equivalent, is made the basis of instruction in audible speech.

All these methods and instruments, however, are made subservient to the two great purposes of developing the mind of the pupil, and of giving him such a mastery of the English language that he can make use of it in expressing his own ideas, by writing, and in storing his mind with useful knowledge and entertaining thoughts, by reading.

In his uneducated state, he is not a criminal to be restrained, a delinquent to be reclaimed, a pauper to be supported, an orphan to be supplied with a home, an imbecile to be trained, diseased to be made whole, insane to be brought to reason; and yet his calamity is such that, unless a remedy be applied, it may, in its effects, bring him into resemblance to all of these. He has no moral responsibility, and may, therefore, perform acts injurious to others. Ignorant of consequences, he may form evil habits of life difficult of eradication. Incapable of self-support, he is dependent upon family, friends or communal charity. Though father and mother be living, home and kindred are to him unknown terms. With intellect capable of indefinite expansion, he has neither knowledge, nor access to its sources. With mind and body, it may be, naturally sound, he has no conception of the necessity for that voluntary self-control on which health so largely depends. With correct data and accepted formulas wanting, his reasoning is likely to be defective and sometimes destructive.

Though this be the standpoint from which deaf-mutes are often now, and from which at one time they were universally regarded, their condition is only that of a normal soul, debarred by the absence of a single sense, from all that intelligent activity that makes life so desirable.

Such a being it is our duty to convert into an intelligent, well educated, responsible and useful member of society, and for proof of how well we have been able to perform our work, we have only to point to the thousands of our graduates scattered through the State who, as exemplary and industrious citizens, are doing their part in sustaining the Commonwealth, instead of being a burden to it.

The number of pupils supported in the institution within the last year wholly by the State is 321; by counties, 85; by parents, etc., 7; making a total of 413.

The institution has not been satisfied with giving its pupils a thorough intellectual and moral education. It has taken advantage of

the fact that its work requires years for its accomplishment and daily intervals of unoccupied time to relieve the strain upon the nervous system, caused by intense mental application, to begin and continue a course of manual training which, in the end, makes its pupils expert artists or artisans. Accordingly it has established a department of art, peculiarly congenial to those who depend upon the eye for all their enjoyment, and has made this practical in its relations to industry and æsthetic in its relations to good taste. All its pupils learn to draw. A portion learn to model in clay and cast in plaster. Some learn to carve and engrave in wood; some to design decorations; some to paint on china and silk; some to paint in water color and in oil, and some to work out designs in artistic embroidery. This department is under the charge of Professor and Madame A. Le Prince, admirable artists who, at Leeds, in England, conducted a school of industrial and decorative art, which gave them fame before they came to this country. But this is not all. The institution has also established a school for teaching mechanical trades, viz., printing, cabinet-making, carpentering, horticulture, shoemaking, tailoring, dress-making and plain sewing. In connection with each of these, it is the intention that instruction shall be given in the department of art. The printers will be taught to design patterns which can be reproduced by type. The shoemakers will learn to draw anatomically the human foot and make patterns of every part of the shoe. The tailors will study the human form, and draw patterns to conform with its measurements. The gardeners will draw every kind of vegetable and plant, and make plans for gardens. For the present, this kind of instruction is given in connection with cabinet-making and carpentry, geometrical and architectural drawing, and the drawing of jointures being made a specialty.

When such advantages are offered to the deaf and dumb — deaf no longer in the sense of deafness being a calamity — dumb no longer in the sense that they cannot make themselves fully and perfectly understood, is it not the plain duty of the State to see that no deaf-mutes between her borders be deprived of this almost perfect compensation for their misfortune?

That the State has adopted an enlightened policy in this regard is attested by the passage of chapter 325, Laws of 1863, and chapter 555, Laws of 1864, as amended respectively by chapter 213, Laws of 1875. By these, every uneducated deaf-mute in the State three years a resident, whether the child of poor or wealthy parents, is entitled to a free education at the expense of the counties if between the ages of 6 and 12, and of the State for at least 8 years thereafter.

In the interpretation of these laws, permit me to urge that the Superintendent of Public Instruction and the supervisors of the counties shall feel it their duty to impose as few restrictions as their sense of official responsibility will permit.

When we consider that there are few very rich and few very poor,

and that the bulk of the community occupies a position between those two extremes, it is easy to understand that the larger portion of our pupils comes from the great middle class that best appreciate the advantages of our great system of free public education for their children, yet would not feel able to send them to schools where charges were made for tuition, and especially where they were obliged to defray the expense of their board, which at home would not be felt, but abroad, transmuted into cash, would be grievous to be borne.

To throw obstacles in the way of giving the fullest and best education to the deaf would be to deprive many of them of the education they need to enable them to overcome the disabilities of nature.

Without education, the deaf and dumb are a burden to the community. As irresponsible beings they are a terror to it, and as unfortunate beings deprived of all that makes life desirable they are its reproach.

Very truly and respectfully, your obedient servant,

ISAAC LEWIS PEET,

Principal.

NEW YORK, *October 30, 1886.*

INSTITUTION FOR THE IMPROVED INSTRUCTION OF DEAF-MUTES, LEXINGTON AVENUE, BETWEEN 67TH AND 68TH STREETS, NEW YORK.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—I beg to acknowledge the receipt of your communication of the 8th inst., requesting me to furnish the usual statement of facts concerning this institution for use in your forthcoming annual report.

In compliance with your request, I desire to say that the number of pupils in attendance during the fiscal year ending September 30, 1886, was 193. They were divided as follows :

| | |
|-------------------------------|-----|
| State pupils..... | 108 |
| New York county pupils..... | 51 |
| Kings county pupils..... | 9 |
| Orange county pupils..... | 2 |
| Rockland county pupils..... | 1 |
| Madison county pupils..... | 1 |
| Chemung county pupils..... | 1 |
| Washington county pupils..... | 1 |
| Charity pupils..... | 1 |
| Pay pupils..... | 18 |
| Total..... | 193 |

Our staff of regular teachers numbered 14, 10 of them being ladies and 4 gentlemen. We also employed 2 special teachers, 1 of these gave instruction in oil painting and the other had charge of the mechanic art department. The principal object of our system of instruction, namely, to give articulate speech to deaf-mutes and to teach them to read from the lips, was steadily pursued in the past year, and the success attained in this regard was highly gratifying to the parents of the pupils and the friends of the institution. Through careful study and patient labor many of the difficulties besetting the way of the deaf articulator have been overcome, and in the majority of cases great distinctness of utterance and remarkable facility in lip-reading have been attained. The programme of studies corresponded to that of ordinary grammar schools and academies and most of the scholars showed a fair degree of proficiency in the various branches of knowledge.

In certain directions more improvements were made during the last school term than during any previous year in the history of this institution. They will be briefly described in the order in which they were introduced.

INDUSTRIAL TRAINING.

Mr. Harvey Mitchell, C. E., who has charge of the industrial department of the College of the City of New York, was engaged to give instruction in mechanic art on four afternoons of each week to those of our boys who are over 14 years of age. In organizing the department we were guided by certain principles upon which the foremost advocates of technical training in schools seem to agree.

Instead of teaching any particular trade, we propose to instruct our pupils in certain mechanical principles which underlie all trades and give them a proficiency in the use of certain classes of tools which most mechanics employ, such as the square, saw, plane, chisel, etc., which are fundamental to all wood-working trades, and the hammer, file, lathe, etc., which are the basis of all metal working trades. It is hoped that a systematic training in the use of these tools will enable the pupil to turn to any kind of business for which he is most fitted, and a very short time will be sufficient to specialize his work in any of the ordinary trades of a mechanic. With such general skill he will be able to choose among a great variety of occupations and adopt the one which pleases him best, and which he can exercise to the greatest profit; when he is thrown out of employment, he can turn his general skill and knowledge to account in another.

OBJECT LESSONS IN SCIENCE.

Education in the rudiments of science is a requirement and almost a necessity in the conditions of the present age. There are but few pursuits, above that of common labor, which do not require for their successful prosecution information of this character. Chemistry is connected with many arts, and physics is connected with

mechanical industry of every description. Since almost all deaf-mutes have to make a living after leaving school by manual labor of some kind, it is of the utmost importance that all our pupils should be made acquainted with the principles of these sciences. A system of object lessons in physics and chemistry was, therefore, introduced, by means of which comparatively young pupils may be made to understand the elements of chemical and physical science and their application in manual pursuits. No text-books are used, because only a small portion of deaf-mutes master the English language sufficiently to be able to understand ordinary text-books on scientific branches. Simple experiments are performed by the teacher, and the pupils are required to observe closely and to express by means of their own vocabulary the result of their observations.

A rudimentary knowledge of those principles of geometry which find most frequent application in the constructive arts is also imparted to young pupils on the plan of object teaching. We do not attempt to prove difficult geometrical propositions, but try to make our pupils familiar with the geometrical forms and to teach them to solve such problems as how to bisect an angle, how to draw a perpendicular to a given line, how to construct a perfect square, how to make two circles tangent to each other, how to inscribe polygons in a circle, etc., etc.

MECHANICAL DRAWING.

The object lessons in geometry are supplemented by a course of instruction in mechanical drawing. Each pupil is provided with a drawing board, T square, triangle and pair of compasses, and is taught how to draw neatly and accurately all the geometrical figures with which he is made acquainted, and to make working drawings of ordinary objects. The value of mechanical drawing cannot be overestimated. No matter what trade a boy may learn after leaving school, it must be a great aid to him to be able to understand a sketch or to work from it, or to make a good design of any article that he proposes to make. Besides it must be remembered that mechanical drawing is calculated more than any other study to develop those habits of neatness and accuracy which are so essential in the good workman. There is no better way of training the eye and the hand than by practice in the exact measurements and delicate movements that are required in instrumental drawing.

KINDERGARTEN OCCUPATION.

In April last a kindergarten class was formed. A room was specially fitted up for the purpose, and a good supply of the necessary materials was purchased. The pupils of the lowest classes spend a portion of the regular school time in this room. The elementary drill in articulation is necessarily monotonous and taxes the patience and physical strength of the teacher and the pupil to a considerable extent. The occasional change from these tedious school exercises to the pleasant occupation of the kindergarten is

very agreeable to both. But that is not all, for the advantages which the pupils derive from this practice in braiding, stick laying, weaving, etc., are very great. Their little fingers and eyes are educated, their sense of color is developed, they become acquainted with geometrical forms; they learn to do things properly and accurately, etc., etc. All this is a good preparation for the work which they will have to perform later on in the drawing-class room and the shop.

COOKING CLASS.

Arrangements have just been completed for giving our female pupils instruction in plain cooking. An ordinary kitchen range and two large gas stoves were put up and the necessary utensils were bought. It is proposed to have three classes on different afternoons in the week after the regular school hours, and train the girls systematically in every thing that pertains to the culinary art. Our little girls are looking forward to this new feature of our work with great pleasure and enthusiasm, and it is hoped that they will derive much benefit from it.

Respectfully submitted,
D. GREENBERGER,
Principal.

NEW YORK, *September 30, 1886.*

REPORT OF THE SUPERINTENDENT OF THE ST. JOSEPH'S INSTITUTE FOR THE IMPROVED INSTRUCTION OF DEAF-MUTES.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—I beg leave to report that the number of pupils connected with this institution during the fiscal year ending September 30, 1886, was 286, supported as follows :

| | |
|------------------------------------|-------------|
| By the State..... | 153 |
| By New York county..... | 57 |
| By Kings county..... | 26 |
| By various counties..... | 21 |
| By parents or the institution..... | 29 |
| | <hr/> |
| | 286 |
| Discharged or withdrawn..... | 27 |
| Deaths..... | 1 |
| | <hr/> |
| | 28 |
| | <hr/> |
| Present number..... | 258 |
| | <hr/> <hr/> |

Of these, 113 are boys and 145 girls.

The branches taught and the methods used have been the same as those of the previous year. The oral method is preferred, and is used as much as possible.

The pupils have given great satisfaction by their assiduity and earnest endeavors to profit by the opportunities given them, and show evident signs of progress.

The trades of dressmaking, plain sewing, tailoring, baking, shoemaking, carpentry, and gardening have been taught with success. The girls are trained in house-keeping, and the parents remark, with pleasure, how useful they make themselves during their visits home.

Positions have been obtained in some of the first-class establishments for several of our pupils whose terms had expired, and we learn from their employers that they give entire satisfaction. Thus, instead of being a burden either to the State or to their families, they contribute to their support.

The physical condition of the pupils during the past year has been excellent.

We embrace this opportunity of offering our sincere thanks to the Department of Public Instruction for the kind help they have given us toward the care and instruction of these less fortunate members of society, thus enabling them in after years to earn their livelihood, and to take an honorable position in life.

Respectfully submitted,

MARY B. MORGAN,
Superintendent.

FORDHAM, *October 7, 1886.*

CENTRAL NEW YORK INSTITUTION FOR DEAF-MUTES.

HON. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—In compliance with your request, I respectfully submit the following report of the Central New York Institution for Deaf Mutes for the fiscal year ending September 30, 1886. There were connected with the institution during the year 104 males and 66 females, a total of 170 pupils. Eleven males and 9 females severed their connection with the school, of which number the terms of 12 had expired, 6 were detained at home by parents (cause unknown), 1 was detained at home on account of sickness, and 1 left without permission, leaving 93 males and 57 females, a total of 150, connected with the institution September 30, 1886. Of the whole

number, 141 were supported by the State of New York, 28 by the counties, and 1 by parents. The number who have attended the school since its organization is 280.

There have been no changes in the educational department and but one in the administrative department, owing to the death of one of the officers. The number employed in the primary and graded classes, including the principal, is 12. One matron, 4 assistants, 1 house-keeper, and 1 assistant, 3 supervisors, 1 nurse, an engineer and a watchman, all under the immediate supervision of the principal and superintendent, constitute the statistics of the administrative department.

Our method of instruction, the one known as the "combined method," in which each pupil receives instruction through signs, through dactylology or spelling, and, if his local powers be good, through articulation, still continues in force, and in addition to a course of intellectual, moral and religious instruction, a choice is offered to those pupils, who show themselves capable, of acquiring a practical knowledge of the occupation of shoe-making, carpentry, printing, and glazing, as a means of subsistence after leaving the school. In some one of these occupations the males are engaged about three hours daily, under the superintendence of a skillful workman. The female pupils, in the meantime, are employed under the direction of a sewing matron in all kinds of domestic sewing, dress-making, etc., or light household work under the direction of the matron, and in order that the pupils may have the proper out-door recreation an extensive play ground is provided. The literary association, into which the pupils have formed themselves, meets on Saturday evenings and alternates a debate with a lecture on some subject by one of the instructors or pupils. A social reunion also, once a month, serves to make their time pass away pleasantly and adds greatly to their enjoyment. The change made in the law by the last Legislature, removing the age limit at which the institution can receive pupils, will doubtless be useful in a few cases, though as pupils generally enter school at an early age, knowledge of the existence of the school being diffused, the probabilities of the existence of uneducated deaf-mutes of over the age of 25 steadily diminish. Still it does no harm to have a resource for a special case, although it may not come as often as once in a dozen years. Parents and guardians of deaf children would be doing an everlasting benefit to them by entering them as pupils at the earliest practicable moment, after they have reached the age of six years. Education would then commence at once, which it would not do at home, and the probability of the most successful of results would be greatly augmented. We are continually receiving pupils over the age of 12 who have lost from 6 to 10 years of the educational care that might have been theirs under circumstances of prompt entrance. We have the names of a score or more, who will eventually gravitate to this special school, but whose parents or guardians do not seem to be in

any haste to take action in such an important matter as the well-being of their children. A compulsory educational law might meet the case, but we are not prepared to recommend it, in the absence of fuller statistics on the point, inclusive of figures of the extent of the bad practice of taking children from the institution, when half educated, for the purpose of realizing on their immature labor. This is a serious matter for all schools of the State, especially those of the deaf, to consider. A display of statistics in regard to the tardy entrance and the premature withdrawal of pupils might suggest an opinion that would soon crystallize into law.

In conclusion, I would say that the general physical condition of the pupils during the past year has been excellent. There has been no deaths among them.

Respectfully submitted,

EDWARD BEVERLY NELSON,

Principal.

ROME, *October* 18, 1886.

REPORT OF THE PRINCIPAL OF THE WESTERN NEW YORK INSTITUTION FOR DEAF-MUTES.

HON. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—I herewith respectfully present the tenth annual report of the above named institution at Rochester:

The total attendance of pupils during the year has been 188. Of these, 135 are State pupils, 49 are county charges, and 4 are supported by friends. The average attendance during the year has been 148. The number who have been in attendance since the organization of this institution is 272.

There have been no important changes in our corps of instructors, of whom, including the principal, 20 have been employed during the past year, in the kindergarten and graded classes 14, and in charge of the industrial classes 6.

The close of this, its tenth year, marks an era in the history of this school. The wisdom of the department of education in favoring its establishment is demonstrated in the work it has already accomplished; and in its present promising condition, with well-trained teachers, successful methods, and thorough equipment.

The need of a school for western New York was evident 20 years or more ago to those interested in deaf-mute education throughout the country, and was referred to in conversations between deaf-mute educators at conventions and elsewhere. The establish-

ment of a school in and for western New York was advised and urged by Dr. H. P. Peet. The institution of which he was then Emeritus principal had, in his judgment at that time, as large a number of pupils as could be well cared for in one institution, and still there were other deaf-mute children, especially in the remote western districts of the State, for whom an opportunity to obtain an education should be provided.

No active steps were taken to this end until three years before the organization of this school, when the city of Rochester was designated as the best location in western New York for its establishment; and not only was the site designated, but the time and manner of its organization were suggested, very nearly as carried out, by men prompted by no other motive than a broad philanthropy and interest in deaf-mute education. Statistics were gathered, and through correspondence with parents and friends of deaf children, facts concerning the deaf were collected. This work, designed to effect the establishment of a school for the deaf at Rochester, more clearly demonstrating the need of the State for additional facilities for the education of her deaf-mute children, led instead to the earlier establishment of the school at Rome.

The Hon. Neil Gilmour gave his hearty support to the establishment of that institution, as the New York institution had, by this time, become over-crowded, and it was desired by its management that a school should be established which should give it relief. The immediate need of such a school which should take the overflow from the older institution was apparent. But it appeared that a second new school would cause such a depletion of the New York institution as would reduce its attendance below the number for which ample accommodation was provided; and one or more schools in excess of the needs of the State would interfere with the working of all. Mr. Gilmour, accordingly, in his report to the Legislature prepared in 1875, recommended that no other school should be established.

From the census of 1875, and from correspondence with parents and friends of deaf-mutes, there was collected, however, a list of names of over 200 deaf children of school age, who had never attended school, all living in a district which would most easily and naturally send its children to a school in Rochester. Through the co-operation and influence of Mr. and Mrs. Gilman Perkins, parents of a little deaf child, the citizens of Rochester were interested in the educational needs of the deaf of western New York, and at a meeting called by the mayor of Rochester, the facts collected concerning them were shown, steps were taken to provide a school to which these children could be sent, and the Western New York Institution for Deaf-Mutes was organized.

When the list of names, with statistics and correspondence showing that none of the children named had ever attended school, and that many of them desired to do so, was shown to Mr. Gilmour, he

saw the imperative need of a second school which should not draw its attendance from the older schools, but would gather in those for whom there had been no provision. He accordingly gave every assistance to its establishment and to the accomplishment of its work. It was Mr. Gilmour who drew up and presented to the Legislature the statute under which authority was given for the appointment to the institution at Rochester of State and county pupils, and for participation in all the privileges and duties under statutes passed for the New York institution. In his visits from time to time, he continued to give encouragement and hearty approval to the institution which had been established under his administration.

It was inevitable that a school near the homes of the children should attract a considerable number of those who would have attended the older institutions. The year before our school was opened there were 60 pupils attending the New York institution from counties west of Onondaga. There are now 12. The difference is probably the number of those who would have attended the New York institution if this school had not been opened. Thus it appears that the institution at Rochester, which has had an attendance of 272 pupils during the last ten years, has given, as was promised, instruction to over 200 children who otherwise would not have attended school.

The number of pupils which it is desirable to gather in one institution should, for the minimum, be the smallest number with which good classification and economical management can be secured, while the maximum should not exceed the number which the head of the school can govern, having a personal knowledge of, and influence over each individual. These limiting numbers, as generally accepted by those engaged in the work of deaf-mute education, are not lower than 150, nor higher than 300.

The New York institution has been reduced in its attendance to the number 400 which its principal has stated (Report Department Public Instruction, 1876, page 129) to be the number which ought to be the limit of attendance at that institution. In its two departments it is under separate heads, both its superior officers having spent a life-time in institution work. Of the other institutions of the State, none exceed the maximum, and our own is but a little above the minimum. As it has not yet encroached upon the attendance requisite to the older institutions, we believe it will not be likely to do so hereafter. It is not probable that the attendance at this school will exceed 200 for years; its attendance, and that of the other institutions of the State, will increase no faster, but at about the same rate as the population of the district from which each receives its pupils; as the number of deaf-mutes seems to hold a fixed ratio to the population.

Our school is provided with comfortable and home-like buildings, upon a lot containing seven acres, presenting a front of 800 feet on North St. Paul street. Our main building, extending from the front to the back of the property, separates the premises, making

play grounds for the boys upon one side and for the girls upon the other. In this main building are the offices and officers' rooms, the older pupils' rooms, the general dining hall, the kitchen and bakery, the shops, and the heating apparatus.

Our school-house, planned by the principal, is a very satisfactory building; its class-rooms are unusually attractive in arrangement and furnishing; and it accommodates our school.

For the accommodation of 60 little children we have a large and substantial brick building, upon the first floor of which are two large play-rooms and four school-rooms; on the second floor dormitories for the children and their attendants; and, in a basement, two large play-rooms in which children can have exercise in unpleasant weather.

The two other buildings are a laundry, fitted with complete steam laundry apparatus, the two floors above being occupied as sitting and bed-rooms for the servants; and the barn and stables.

The arrangement of our buildings is convenient and satisfactory. The heating is done from one central boiler-room. No stoves or fires are required in any other places about the buildings. The only danger from fire is from the use of gas, and it is our purpose to introduce electric lighting immediately. All of our buildings in every part are protected by a thermo-electric fire alarm system.

The property occupied by this institution belongs to the city of Rochester. The buildings upon the grounds when we took possession had previously been used by the city as a home for idle and truant children. The lease of the property for the use of the institution at a nominal rental is a great benefaction.

At the time of the calamity which befell this institution in the loss by fire of some of its buildings five years ago, it was thought that there could be no question as to the duty of the State to provide such buildings as were needed for the education of her deaf-mute children, and as an inducement to the State to do this, the board desired to present to the State the property and rights of the institution corporation, amounting in value to over \$50,000. When the offer was made it was received by Hon. Erastus Brooks, chairman of the committee of finance, who said that the finance committee would be decidedly opposed to the acceptance of such an offer. The State had received the gift of the New York Institution for Deaf-Mutes, and had conducted it for several years as a State institution, and had found it so much more expensive to conduct an institution for the deaf in this manner, that the State Department of Education and Finance, and the Legislature, requested to be released from its management and to return to the old board of visitors, by whose benevolence it had been established and sustained up to the time it was turned over to the State. The State preferred to provide for the payment of a tuition fee for each pupil in actual attendance, which would meet all expenses, ordinary and extraordinary, so far as the State was concerned. It was the policy of the State that this tuition

fee should be no more than the average annual cost per pupil of running the school, which includes salaries of educators, and other running expenses, and ordinary repairs. But in case of such calamities as had befallen the institution at Rochester, the Legislature might make a donation, if it were necessary to the existence of the institution. Mr. Brooks, however, thought that these institutions should be so conducted as to win the confidence and esteem of the citizens of the district in which they are located, so that any demand for extraordinary expenditure would be met by the citizens of the district whose pride in the institution, in its philanthropic and eleemosynary character, would lead them to provide all that should be necessary to its success. He said that what the State had given to the old institution at New York had barely sufficed for its support; aside from this, benevolent individuals and the city of New York had made gifts to that institution from time to time, until the value of its property was now about \$1,000,000.

This was the substance of the reason Mr. Brooks gave for refusing to make a State institution of one of the institutions for the deaf. The managers of the institution saw that, as they had established the school and demonstrated how greatly it was needed, there was nothing left for them to do but to sustain it. They accepted the situation, and without the desired aid from the State, erected new buildings and speedily put the institution into satisfactory condition.

The eleventh quadrennial convention of teachers of the deaf was held last July at the deaf-mute institute at Berkley, California. A delegation of five persons represented the Rochester institution. Such assemblages are most profitable to the profession, not the least of the advantages being the opportunity for comparing buildings, furnishings, and general management. The convention was very generously entertained at the California institution, and Illinois and Colorado also extended the hospitalities of their institutions to the delegates en route. At these State institutions the remarks quoted above, of the Hon. Erastus Brooks, were forcibly brought to mind in the comparatively large expenditures which the State institutions entail. The State has spent for construction and improvement of the Ohio institution since their present buildings were begun, over \$1,000,000, at the same time paying annually, as cost of support, about \$200 *per capita*. The Illinois institution, while its buildings are not as expensive, must, with its extensive grounds, have cost the State an amount approximately large. The institution in California has an attendance of about the same number of pupils as the school in Rochester, in Rome, or the New York Institution for Improved Instruction, no one of which has cost the State any thing for buildings; while ten years ago the California institution lost by fire, buildings which had cost the State \$150,000; the State has since expended upon new buildings and improvements of its grounds, nearly \$250,000, and at the same time makes annual *per capita* appropriations for support at a rate higher than is allowed in this State; and yet this uniformly

limited appropriation is all that the institutions in New York can cost the State. Even in Ohio, at whose institution the cost of support has been as low as at any institution for the education of the deaf in the country, if there were added, as there ought to be in making a comparison, the interest on what the State has permanently invested in buildings, the *per capita* rate is raised to more than double what the education of her deaf-mute children costs the State of New York.

I should be glad to include in this report a description of our methods of school work. What has been adopted from the American kindergarten in the education of our younger children; the classification in grades of all above the kindergarten; the schedule of studies; apparatus for teaching and illustration; our methods of teaching trades; and of the accommodation in arrangement of hours, between literary and manual employment classes. But not to make this paper too long, this will be incorporated in the institution's annual report to the Legislature.

I cannot close this report without speaking of the helpful interest which has been manifested in our work by the visiting members of the State Board of Charities. Dr. Martin B. Anderson, who with other members of the committee on deaf-mute institutions appointed by the board, visited the several institutions in the State, cordially approved of the methods of instruction followed by this school. In the report of the State Board of Charities for 1878, he incorporated a paper explaining and commending its work. The committee next appointed, Hon. J. C. Devereux and Mrs. Charles Russell Lowell, have not only helped and encouraged our work, but the interest they have expressed has, we believe, won friends for our school.

We have every reason to believe that the institution enjoys the confidence and support of the citizens of western New York; the lease of the property we occupy is a gift from the citizens of Rochester. Gifts of money at the time of the fire, additions to our library and museum, and recently a valuable painting have been received from friends of the school.

The board of trustees, by their wise counsel and practical assistance have taken an active part in the administration of the institution; and its members, among the most prominent of Rochester's citizens, have, by their hearty indorsement of the institution and their personal interest and influence, done much to establish the school in the public favor.

Respectfully submitted,
Z. F. WESTERVELT,
Superintendent.

ROCHESTER, October 27, 1886.

REPORT OF THE PRINCIPAL OF THE INSTITUTION FOR DEAF-MUTES AT BUFFALO.

Hon. A. S. DRAPER,

Superintendent of Public Instruction:

SIR.—In compliance with your request of September 8, I would respectfully submit the following report regarding Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes, Buffalo, New York.

On the 1st of October, 1885, there were present 136 pupils; 24 were received during the year; total attendance, 160.

Of this number, 19 have been withdrawn from the school, and 2 died. The average attendance during the year was 136.

There are in the school at the present time 139 pupils, provided for as follows:

| | |
|-------------------------------|------------|
| New York State..... | 87 |
| Counties, New York State..... | 27 |
| Parents or guardians..... | 19 |
| Charity..... | 6 |
| Total..... | <u>139</u> |

Every department of the school is in excellent working condition, and the results attained were never so uniformly good as they are now, a result due to the fact that we have experienced, zealous teachers who have done, and are doing, faithful, devoted and conscientious work. The pupils also deserve commendation for the zeal for improvement and the general spirit of obedience and good order which they have shown.

We have followed the same course of study which has been detailed in previous reports. This course embraces lessons in written language, object-lessons, penmanship, drawing, reading, arithmetic, geography, grammar, history, physiology, natural history and science of common things.

Eleven teachers, including the principal, have charge of the classes. The principal superintends the teaching and conducts the examinations of all the classes.

Our method of teaching is the combined. Articulation is taught in every class. Success in oral work depends greatly upon the pupil's ambition, his natural ability, and the time that he can be kept in school, as well as the teacher's skill.

Our plan of teaching articulation and lip-reading to the younger pupils is the word method, giving them words as a whole, and not the single element of a word at first. The pupil takes the word from the teacher's lips, speaks it, or tries to do so, and is then taught to write it. We make use of the objects of which we have a plentiful

supply in our museum. The little ones are anxious to know how to say the names of a great many objects.

Teaching them words at first makes their speech much better, otherwise they would not be able to blend the elements well and would be apt to make as many syllables as there were elements in the word. We teach the elements of speech and their combinations to the older pupils and to those who have spent some time in school, but who were not taught to speak. If it were not for the irregularities in our English spelling they would have very little difficulty in pronouncing words; as it is, when left to themselves they sound every letter in a new word. To obviate this difficulty we require them to study the diacritical marks, using Worcester's dictionary, and to draw a line through the silent letters of the new words in their reading lessons. When a combination of letters is equivalent to another letter sound as *gh* in *laugh*, a line is drawn through the combination with the equivalent written above it. If a mistake is made in giving a sound the teacher makes a diagram on the black-board of the organs used, or Bell's visible speech symbols for those who are familiar with them. We do not require the pupils to learn the symbols. Some of our pupils are expert in speech and lip-reading, while others have an equal amount of speech, but less lip-reading; and others still have less speech but are excellent lip-readers.

The greater number of those who were born deaf or lost hearing in infancy are limited in the use of speech and lip-reading, but yet have enough to be useful to them in their homes and among their friends. Those termed "semi-mutes" are taught entirely by speech and lip-reading.

One of our pupils who is blind as well as deaf, having lost sight and hearing at the age of eight years, is very interesting. He has been with us eight years and has made wonderful progress. He is now able to read the books for the blind, and with his pin-type writes his lessons, letters to his friends, etc. We consider the "pin-type" better for him than the type-writer, for he can read the print himself and thus is enabled to correct any mistakes he may have made. His teacher communicates with him by placing her hand in his and by means of the manual alphabet, conveying ideas to him very rapidly, the sense of feeling in him being more acute than the sense of sight in others. We arranged the alphabet on a glove, after A. Graham Bell's method of teaching a young deaf-mute, and he is thus enabled to converse with any one. Whoever wishes to ask him a question, simply touches the letters on the glove, spelling every word; he answers orally as he still retains speech, though his voice is weak, it is much stronger than when he first came to school. He is very happy and appreciates every thing that is done for him.

The general health of the school has been excellent. However, the angel of death visited us twice: A girl of 13 years of age died of membranous croup after a short illness, and one of the boys was drowned at his home during the vacation.

The principal and two of the teachers attended the eleventh con-

vention of American instructors for the deaf and dumb, which was held at Berkeley, Cal., last July. Meeting, as we did, with eminent instructors from nearly every State in the Union, interchanging views and methods of instruction, and getting hold of new ideas, cannot fail to aid us very much in our work. Many of the papers read and discussed were able and suggestive, but the most valuable feature of the convention was the Normal work. The beneficial effects of this work will be felt in every school-room represented, and it alone richly repaid the time, effort and money expended on the convention.

The boys receive instruction in three trades, viz., printing, tailoring and shoe-making. The girls are taught plain sewing, dress-making, tailoring, fancy work and household economy. The older pupils spend four hours in class and four hours in the shops every day. One hour in the evening is spent in study. The younger pupils spend five hours in class.

The instruction in printing has proved very attractive to the pupils who find it a means both of livelihood and intellectual growth. We have done our own printing of bills, circulars and annual reports. We have also issued a weekly magazine since March, called the *Le Couteulx Leader* and dedicated "to the memory of Abbe de l'Epee, to whose charity we owe the first perfected system for the education of the deaf." The pupils take quite an interest in it and enjoy the privilege of contributing to it. It contributes very much to the advancement of the pupils, and is recognized by many as above the average institution newspaper in its make-up and typography.

Permit me, in closing, to thankfully acknowledge the courtesy and attention of your Department, and respectfully request that the appropriation made be for 100 State pupils, estimated number for the ensuing year.

Very respectfully, your obedient servant,

SISTER MARY ANN BURKE,

Principal.

BUFFALO, *October 5, 1886.*

REPORT OF THE SUPERINTENDENT OF THE INSTITUTION FOR DEAF-MUTES AT MALONE.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—The records of this institution indicate a satisfactory growth and continuance of that usefulness which commenced on the 10th of September, 1884, when it was opened as a school for deaf-mutes in the village of Malone. The number of pupils in attendance

within the year ending September 30, 1886, was 56, of whom 46 were supported by the State, and 10 by the counties.

The rapid increase of numbers suggested to the trustees the necessity of providing additional accommodations for the ensuing term, and as no suitable building could be provided within easy access of the buildings which have been occupied by the institution, Mr. Albert I. Covey, who owns a lot adjoining the institution grounds, was induced to erect a large frame dwelling-house which he has agreed to lease to the institution for a period of two years, with the privilege of a further lease of five years. This new building, together with the others now in possession of the institution, will furnish accommodations for 60 pupils.

These accommodations are by no means sufficient. The usefulness of the institution is limited only by its ability to accommodate those who apply for admission within its precincts. The time has now arrived when the trustees are giving their attention to the selection of a permanent site and to the erection of permanent buildings.

Several very desirable locations have been inspected with this purpose in view, and on the outskirts of this village have been found two or three very admirable sites for the institution, with ample fine farming land, and with facilities for abundant pure water and for easy drainage.

The institution can no longer be regarded in the light of an experiment, but as an established fact.

If we desire the pupils to receive the full benefits of the institution, the erection of the permanent building for its use cannot be much longer delayed.

It is desirable, therefore, to secure a special appropriation for this purpose from the Legislature of the State as early as practicable.

The sanitary condition of the institution is satisfactory and the health record remarkably good, no death having occurred within the walls since the opening of the school, neither has there been any serious case of sickness.

The amendment to the law relating to the admission of State pupils, removing the 25 year maximum limit, has been taken advantage of by two young men and one young woman. The progress which they have made so far is satisfactory, and gives promise of sufficient advancement to warrant their continuance at school for a term of at least five years, if not longer. There are several others within easy distance of Malone who will, doubtless, be glad to avail themselves of this privilege as soon as they are made acquainted with the provisions of this amendment.

The provision made in the appropriation bill last year was for 50 pupils at the rate of \$250 each, which has been ascertained to be the average price which the institution can afford without loss, to support and to efficiently instruct them, especially as the objects sought to be attained in the institution are the moral and intellectual welfare of those committed to its charge.

Notwithstanding the large number of pupils from this section of the State now attending school at our institution, there are, I very much regret to say, yet quite a number of young deaf-mutes residing therein whose parents absolutely refuse to send, or have them sent, to school. Many of these parents are grossly ignorant, and they argue that because they have made their way through life without any education their children can do likewise. The consequence is, that these children are growing up in ignorance, and many in vice. If such a state of things is allowed to continue, there will be a "Casper Hauser" in every town of 2,000 inhabitants. In most cases these deaf-mutes are allowed to keep nothing of their earnings, and when their parents cease to exist they are, as a rule, thrown upon the mercy of the public, and eventually become a town charge.

This has suggested to me the advisability of the enactment of a compulsory act by the Legislature for all the deaf and dumb of the State who are of proper school age, for it seems to be a perfect outrage that the liberality of this Commonwealth in the care and education of its unfortunate children should be defeated by such selfish and ignorant parents.

In imparting instruction to the deaf and dumb, we have always regarded the improved system of pantomime and the manual alphabet as of paramount importance. Being the natural language of the deaf and dumb, they readily learn our methodical signs, and these serve not only to explain abstract subjects to them, but are the only test of the pupils' comprehension.

It is our intention, however, to employ a teacher in articulation and lip-reading. This will enable those who possess the power of speech to retain it, but to the great majority of deaf-mutes the teaching of articulation and lip-reading is an expensive and useless accomplishment, and has been proven by experience to be of very little practical value to the pupils when they leave the institution.

Religious instruction is given to the pupils every Sunday by the superintendent. This is, necessarily, of an unsectarian character, the object aimed at being the inculcation of moral principles by which they can guide themselves in the great business of life.

With the advantages of this institution which I have enumerated, it is believed that it will faithfully fulfill the obligations which it is under to the State and to the people in such a manner as to inspire confidence in its management and obtain a liberal support.

Respectfully submitted,

HENRY C. RIDER,

Superintendent.

MALONE, *October 4, 1886.*

2. STATISTICAL TABLE.

The following table shows the number of pupils in the institutions for the deaf and dumb, to which appointments are made by this Department, and how supported; also the number appointed during the year :

| | State. | County. | Parents, etc. | Total. | Appoint- ments. |
|---------------------------|--------|---------|------------------|--------|--------------------|
| New York Institution..... | 321 | 85 | 7 | 413 | 31 |
| New York Improved..... | 108 | 66 | 19 | 193 | 18 |
| Fordham | 153 | 104 | 29 | 286 | 18 |
| Rome | 141 | 28 | 1 | 170 | 14 |
| Rochester..... | 135 | 49 | 4 | 188 | 21 |
| Buffalo | 87 | 27 | 25 | 139 | 14 |
| Malone..... | 46 | 10 | ..... | 56 | 20 |
| | 991 | 369 | 85 | 1,445 | 136 |

EXHIBIT No. 13.

INSTITUTION FOR THE BLIND.

REPORT OF PRINCIPAL.

INSTITUTION FOR THE BLIND

REPORT OF THE PRINCIPAL OF THE NEW YORK INSTITUTION FOR THE BLIND.

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—In compliance with your request of September 8, I respectfully submit the following report :

| | |
|--|-------|
| The number of pupils September 30, 1885, was | 206 |
| Admitted during the year..... | 24 |
| | <hr/> |
| Whole number instructed..... | 230 |
| Reductions | 14 |
| | <hr/> |
| Number September 30, 1886..... | 216 |
| | <hr/> |

The object of our school is to educate those who, by reason of blindness or defective vision, cannot enjoy the advantages of the general schools of the State. The number of such persons is about 15 in every 100 of those classed as blind, the remaining 85 being those who have lost their sight after passing the period of school age.

The number increases directly with the population, and is about equally divided between the sexes.

The difficulties of our work largely exceed those with which schools for the education of full sensed children have to contend, as will be seen from the following considerations :

First. The age at which blindness supervenes is rarely the same in any two cases. Some are born blind, while others lose their sight at one, two, three, four or more years of age.

Second. Some enter school at eight years, others not until nine, ten or more.

Third. In some cases the home training has been useful, but in most cases it is otherwise. To say nothing of the utter ignorance of language, spelling, reading, numbers, etc., and of the misconception of the most common objects and relations of life, we not infrequently find those who are unable to use the knife, fork or spoon, or who are unable to put on and adjust shoes, stockings or other garments.

Fourth. Diversity of age, knowledge and capacity, and smallness of numbers, render classification difficult, and this, together with the infirmity of the pupils, renders the amount of special and individual instruction very great.

Fifth. The pupils work in the dark, and have hardly any of the apparatus and appliances commonly used in schools as available. The blackboard, slate and pencil, and ordinary printed books are out of the question and must be substituted by tangible apparatus and embossed books, not found in the market and which are very expensive. Music must be presented in a tangible notation in all respects representative of, and equal to the staff notation of the seeing, inasmuch as the latter is wholly useless for the blind. I send you herewith a copy of a work illustrating such a system of printing and writing music in tangible forms which is now being followed in nearly all the schools of this country. A considerable repertory of music has already been printed to which additions are constantly being made.

Sixth. The work is necessarily slower than in schools for those who see, and yet three departments of education — literary, musical and manual — are required, involving a variety of subjects, and a minuteness of detail in carrying these out, not found in any other class of schools.

Seventh. Good teachers for special work of this kind are not numerous or easily found. However well equipped one may be as regards both character and preparation for the general work of teaching those who see, something more is needed to insure success in this field. There must be special adaptation and experience.

Notwithstanding the difficulties which beset the way, the experience of more than a century in Europe and of more than half a century, on a much higher plane, in the United States, has proved that these schools are essential to the well being of society, as well as of the children whom they instruct, that the results which they have accomplished exceed the expectations of the most sanguine of their promoters, and that private philanthropy in public policy can find no work more beneficent or wise in which to unite.

The educational work has been and is still carried on chiefly through oral instruction, coupled with the use of tangible apparatus used in geography, arithmetic, geometry, natural science and other branches.

Great interest is now being taken in the multiplication of books printed in the New York Point system, the alphabet and other signs of which may be seen in the book which accompanies this report.

The Ninth Biennial Convention of the American Association of Instructors of the Blind was held at this place on July 6th, 7th and 8th. Twenty-two schools were represented, and about 150 trustees, superintendents and teachers were in attendance.

Among the subjects considered the following received special attention :

Workshops for the blind and the relations of the schools to the question of employment.

METHODS OF TEACHING.

The higher education of the blind.

The papers and general proceedings will form an interesting volume and will soon be published.

The health of the institution during the year has been good.

The course of instruction is as follows:

Kindergarten.

Sub-primary grade — Reading, spelling, tables.

Primary grade — Reading, spelling, arithmetic.

Intermediate grade — Reading, spelling, geography with dissected maps, English history, object lessons.

Sub-junior grade — Reading, spelling, geography with dissecting maps, American history, point writing and composition.

Sub-senior grade — Arithmetic, grammar, history, geography, physiology with apparatus, rhetoric, composition.

Senior grade — Algebra, geometry, logic, mental and moral philosophy, science of government, rhetoric, composition, natural philosophy.

Music Department.

Elementary classes — Singing by interval, rudiments and class singing.

Advanced classes — Voice culture, chorus singing, piano and organ playing, harmony, theory and practice of teaching, staff and point systems of musical notations, piano-tuning.

Industrial Department.

The male pupils are taught cane seating and mattress making, and with the aid of models are practiced in performing such manipulations of the piano action and strings as are incident to the art of piano tuning. The female pupils are taught sewing and knitting, by hand and by machines, embroidery, crocheting, weaving cord laces, and such manipulations of the needle, thread, worsted, etc., as are used in producing useful and ornamental articles. Also rug-making, viz.: by drawing in colored fabrics to patterns on canvas, and making with colored worsted the so-called "Smyrna" rugs.

Physical Training.

Class exercises in walking, marching, free gymnastics and exercises with dumb-bells, rings and wands.

All of which is respectfully submitted.

WILLIAM B. WAIT,
Superintendent.

NEW YORK, October 5, 1886.

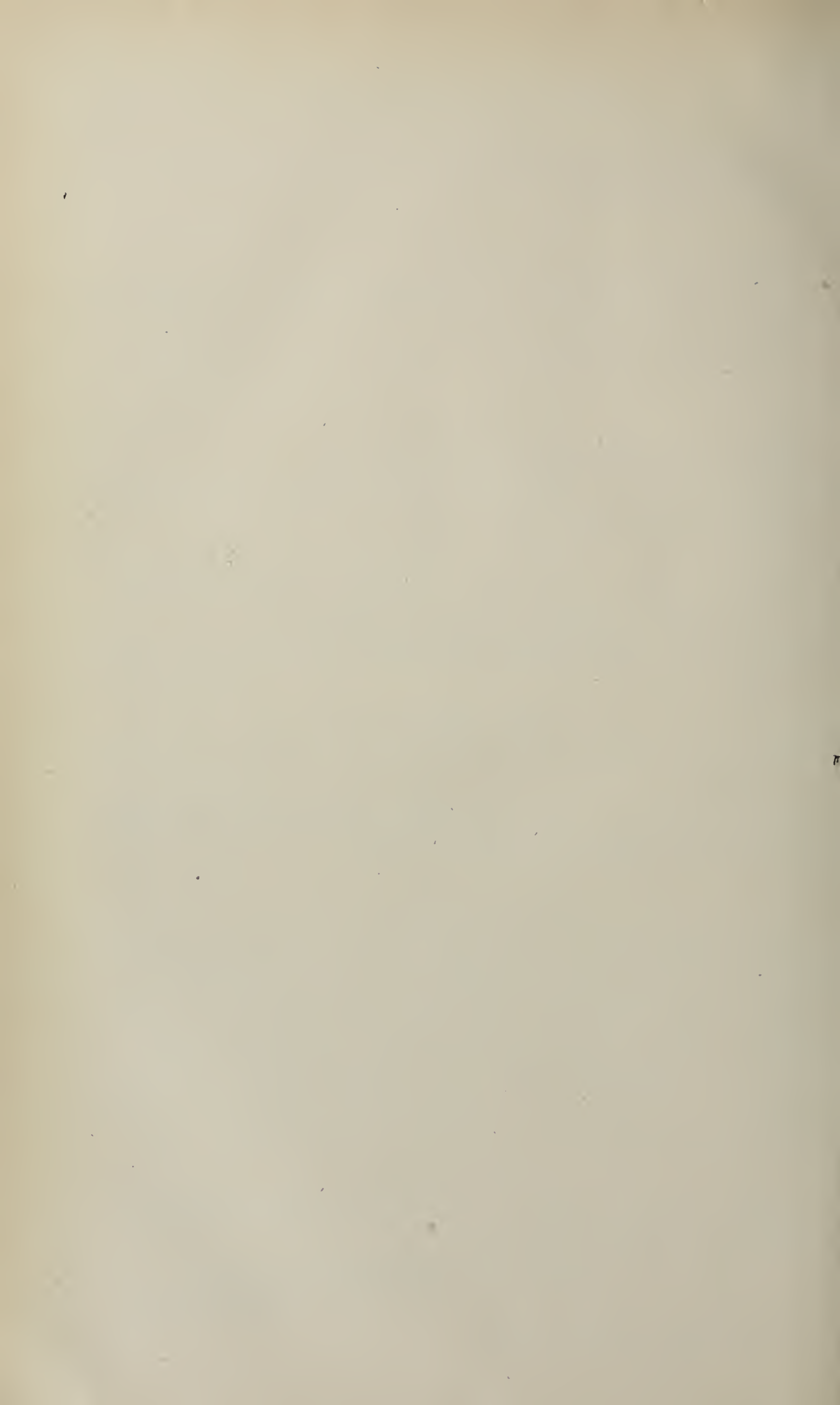


EXHIBIT No. 14.

NAUTICAL SCHOOL.

REPORT OF CHAMBER OF COMMERCE.

NAUTICAL SCHOOL OF THE PORT OF NEW YORK.

REPORT OF CHAMBER OF COMMERCE.

LETTER OF TRANSMITTAL.

CHAMBER OF COMMERCE OF THE STATE OF NEW YORK, }
New York, *December 3, 1886.* }

Hon. A. S. DRAPER,

Superintendent of Public Instruction :

SIR.—I have the honor to transmit to you herewith, pursuant to the instructions of the Chamber of Commerce, a copy of the report of the twelfth annual examination of the Nautical School of the Port of New York, on board of the United States ship *St. Mary's*, on the 14th of October last, by the council elected by the Chamber.

Very respectfully,

GEORGE WILSON,

Secretary.

REPORT OF THE TWELFTH ANNUAL EXAMINATION ON THE SCHOOL SHIP *ST. MARY'S*, OCTOBER 14, 1886, BY THE COUNCIL ELECTED BY THE CHAMBER OF COMMERCE. ADOPTED BY THE CHAMBER DECEMBER 2, 1886.

To the Chamber of Commerce :

The undersigned council of the Nautical School of the Port of New York, elected by the Chamber, beg leave to make the following report of the twelfth annual examination of the school on board the school ship *St. Mary's* :

On Thursday, October 14, the day designated, the council, with the experts, Captains G. D. S. Trask, A. Spencer and W. V. Nichols, whose report is herewith annexed, as well as several master mariners, were taken on board the ship, then lying at anchor in the East river, off Thirty-fourth street.

As usual, the scholars were first examined in the science of navigation, and afterward examined in the handling of sails, etc., and other duties of a seaman, in all of which they showed great profi-

ciency, and reflected credit upon the instructors and officers of the school for the conscientious and faithful discharge of their duty.

The following was the programme of the exercises of the day :

1. Muster boys on spar deck, with bags for inspection.
2. Inspection of vessel, lower decks, holds, etc.
3. Inspection of specimens of marlingspike seamanship, sail-making, etc.
4. Examination of graduating class in navigation, to continue until preparations for dinner, or until experts are satisfied.
5. Inspection of food and mess arrangements, dinner, luncheon and intermission.
6. Exercises with sails, loosed and furled all sails, and reefed fore and main topsails, there being too much wind for setting all sails.

Final. Address to graduates and presentation of prizes.

At the opening of the school, November 4, 1885, there was an attendance of 74 scholars, and there were admitted during the year 1885-86, 56, making a total attendance of 130.

Of the above number, 40 graduated at this examination, as named, as follows :

LIST OF GRADUATES, 1886.

CHARLES EDGAR BENNETT,
HUGH MILLER BRIGGS,
EDWARD SPENCER BRYAN,
JOHN OTIS BURT, Jr.,
OLIVER SCHOVILLE CANNING,
PERCY BARTLETT CANNING,
CHARLES GILBERT CHASE,
JAMES RUFUS DAWSON,
JOHN ALOYSIUS DELANCY,
LYMAN DENISON,
FREDERICK WILLIAM DEVERELL,
HIRAM DIXON,
FRANK BURR EARL,
FREDERICK AUGUSTUS EBERHART,
BERTRAND FAY,
REGINALD FAY,
FLOYD HENRY FOX,
FRANK HERRMAN FINCHSEL,
WILLIAM GISSEL,
ALFRED EDMUND HUME,

H. COLBY JONES,
JOHN KELLERHOUSE,
ALLEN LESLIE,
FRANK RICHARD McMAHON,
CARL MERTINS,
ERNEST SAMUEL MOORE,
WALTER ADAMS MORGAN,
JOHN LOUIS MORAN,
FRANK WILSON MORRELL,
WILLIAM WALLACE MORRIS,
JOSEPH FRANCIS MORRISEY,
LAWRENCE PHILLIPS,
LYMAN ELWELL SHOREY,
JOHN FREDERICK SIBLE,
TUNIS POWELL SMITH,
HARRY CHURCH TANNER,
LOUIS STUART TIEMANN,
DAVID EDWARD TRABOLD,
ROBERT HERMANN WAGNER,
GEORGE HENRY WRIGHT.

The following of the graduates received medals awarded by the Chamber of Commerce :

LYMAN DENISON, 1st prize, silver medal, first scholar of class.
JOHN LOUIS MORAN, 2d prize, bronze medal, second scholar of class.
JOHN OTIS BURT, Jr., 3d prize, bronze medal, third scholar of class.

Other prizes were awarded :

From the officers of the Schoolship St. Mary's :

JOHN LOUIS MORAN, copy of Luce's Seamanship. Best seaman of class.
JOHN OTIS BURT, Jr., copy of Bowditch Navigator. Second best Navigator.
LOUIS AUGUSTUS CRAVEN, copy of Bowditch Navigator. Best journal of cruise.

From the New York Produce Exchange :

LYMAN DENISON, sextant. Best general average.

From Lieutenant Milton K. Schwenk, U. S. N. :

HUGH MILLER BRIGGS, copy of Bowditch Navigator. Best Navigator.

FRANK WILSON MORRELL, copy of Bowditch Navigator. Best note book on navigation.

From Lieutenant W. L. Field, U. S. N. :

LOUIS STUART TIEMANN, copy of Luce's Seamanship. Neatest boy on board.

LYMAN ELWELL SHOREY, copy of Bowditch Navigator. Second neatest boy on board.

From Larchmont Yacht Club :

BERTRAND FAY, silver watch. Best handler of boats under oars and sails.

Mr. James M. Brown, President of the Chamber of Commerce, presented the medals and other prizes.

The usual reception was held in the afternoon, and the Rev. Lindsay Parker addressed the graduates, giving them some good advice for their future guidance.

Many members of the Chamber, the friends of the school and the representatives of the board of education were also in attendance, including Mr. David Wetmore, chairman of the nautical school of the board of education, and also Mr. George W. Debevoise, who also addressed the graduates.

The St. Mary's left her dock, Thirty-first street, East river, May 11, 1886, proceeded to Long Island sound, and took her departure for the annual cruise from New London, Conn., May 26, following, visited the ports of Lisbon, Portugal, and Funchal, Madeira ; returning to Long Island sound preparatory for this examination.

Since the opening of the school in 1874 there have been 1,168 scholars entered, the total number of graduates 422, of whom 264, or a per cent of 69, have been recorded as going to sea. The council take great pleasure in calling your special attention to the experts' report, commending, as it does, so much to be desired in order to accomplish the sought for results.

Surgeon Henry P. Harvey's report, also annexed, needs only mention here in order to call attention to the well-earned praise due him.

The officers of the school ship are :

Commander E. M. Shepard, U. S. N., Superintendent.

Lieutenant Welles L. Field, U. S. N., Executive Officer.

Lieutenant M. K. Schwenk, U. S. N., Senior Instructor.

Lieutenant A. P. Osborne, U. S. N., Instructor.

Past-Assistant Surgeon H. P. Harvey, U. S. N., Surgeon and Instructor.

Respectfully submitted,
(Signed)

THOMAS P. BALL,
ELIHU SPICER,
JAMES H. WINCHESTER,

Council.

NEW YORK, *December 1, 1886.*

REPORT OF THE COMMITTEE OF EXPERTS.

MESSRS. THOMAS P. BALL, ELIHU SPICER, JAMES H. WINCHESTER,
Council of the New York Nautical School:

GENTLEMEN.—We beg to submit the following, in reference to the examination of the New York Nautical School, held on board the ship “St. Mary’s,” lying at anchor in the East river, off Thirty-fourth street, October 14, 1886, at which, pursuant to your request, we had the honor to serve as a committee of experts:

The school was found to number 90 scholars, from 14 to 19 years of age, 85 of whom were present. Forty of these graduated, and to several of the most proficient in the class were awarded medals and prizes.

The form of the inspection and examination observed was such as we understood had formerly been satisfactorily adopted.

The inspection of the scholars developed in a gratifying manner the material of which the school was composed, the discipline acquired, and the orderly habits inculcated.

That of the ship revealed neatness in every department, and general arrangements well calculated to promote the comfort of all on board.

The provisions were of good quality, and ample in variety.

The specimens of handicraft by the scholars were excellent, and exhibited a knowledge of the use of palm and needle, marlingspike, and serving-board, rarely possessed by the “able seamen” of to-day, and some of the fitting and splicing—particularly that of wire rope—compared favorably with work of the rigging loft.

The examination in nautical science was conducted chiefly by Lieutenant M. K. Schwenk, senior instructor, who, with justifiable confidence in the ability of his pupils, subjected them to a rigid questioning.

A fair degree of proficiency in the details of practical navigation was generally manifested, and, in some cases, attainment sufficient to rank as accomplished navigators. The marking and use of log and lead lines, the finding of chronometer error, the adjustment of compasses, including local attraction, the rules of the road, involving the relation of signal lights and their bearings, to maneuvers, were subjects in which your committee took part in the examination, with results creditable to teachers and pupils.

Owing to the strength of the wind and tide, and the poor character of the holding ground, it was deemed imprudent to make sail, and the usual exercise in handling canvas was necessarily abridged.

The sails at the fore and main, to royals, were, however, loosed, and held by the gear; the topsails were reefed, reefs turned out, and all sails furled. These evolutions were performed with alacrity, and revealed a degree of seamanship indicative of practice and good training.

A creditable display of skill as oarsmen was afforded in going to and from the ship for guests, notwithstanding a chopping sea and strong tide rendered the duty somewhat arduous.

Every facility was afforded us by the superintendent, Commander E. M. Shepard, to make our examination thorough. The popularity and efficiency of this gentleman, and of the officers associated with him, in the conduct of the school, was demonstrated by the exercises of the day, which were concluded with three cheers for their commander by the boys.

We also would record our appreciation of the courtesy extended to us on every hand, rendering our duty pleasant and the occasion enjoyable.

In this country the necessity for an official examination and certification as to the competency of an officer, such as has so obviously improved the character of the English merchant service, does not legally exist; nor have we, indeed, in this connection, that universally recognized essential to complete training, an apprentice system.

The New York Nautical School is calculated to meet our need in these particulars to the extent of its limited capacity.

It should receive the commendation of all interested in American shipping, and the "St. Mary's" graduate should be gladly afforded the opportunity to gain that experience which, in most cases, he only needs to fit him in his profession for responsible trust.

Yours very respectfully,

(Signed) G. D. S. TRASK,
A. SPENCER,
W. V. NICHOLS.

NEW YORK, *November* 18, 1886.

REPORT OF THE SURGEON.

NAUTICAL SCHOOL SHIP ST. MARY'S, }
NEW YORK, *October* 13, 1886. }

SIR. — I beg leave to make the following brief report concerning the health of this ship for the past year:

The boys have been unusually healthy, not a death having occurred, and but a very few accidents.

During the winter, while the ship was alongside the wharf, there were two cases of pneumonia, two of acute rheumatism, and one of diphtheria, but nothing else of a grave character.

During the summer cruise there was very little sickness, and the boys have very noticeably improved in their general appearance and condition.

The ship has been kept clean, dry and well ventilated, the bilges sweet, and every attention given to the comfort and health of the crew. Good potable water and wholesome food have been amply provided, and the clothing of the boys carefully looked after.

Very respectfully,
(Signed) HENRY P. HARVEY,
P. A. Surgeon, U. S. N.

To Commander E. M. SHEPARD, U. S. N.,
Commanding N. Y. N. S. S. St. Mary's.

EXHIBIT No. 15.

TEACHERS' CLASSES.

LIST OF ACADEMIES IN WHICH TEACHERS' CLASSES ARE INSTRUCTED.

TEACHERS' CLASSES.

LIST OF ACADEMIES IN WHICH TEACHERS' CLASSES ARE INSTRUCTED.

ACADEMIES DESIGNATED BY THE REGENTS OF THE UNIVERSITY TO IN-
STRUCT TEACHERS' CLASSES DURING THE ACADEMIC YEAR 1885-6,
UNDER THE PROVISIONS OF THE STATUTE.

Fall Term, 1885.

Adams Collegiate Institute.
Addison Union School.
Afton Union School.
Albany High School.
Albion Union School.
Alfred University.
Angola Union School.
Arcade Union School.
Canaseraga Union School.
Canisteo Academy.
Canton Union School.
Castile Union School.
Chamberlain Institute.
Cincinnati Academy.
Clyde High School.
Cook Academy.
Delaware Academy.
Delaware Literary Institute.
Dundee Preparatory School.
East Aurora Union School.
Elizabethtown Union School.
Fairfield Seminary.
Forestville Free Academy.
Fort Covington Academy.
Fort Edward Collegiate Institute.
Franklin Academy.
Glens Falls Academy.

Gouverneur Wesleyan Seminary.
Griffith Institute.
Hamburgh Union School.
Hancock Union School.
Haverling Union School.
Horseheads Union School.
Ives Seminary.
Jamestown Union School.
Kingston Free Academy.
Lawrenceville Academy.
Macedon Academy.
Marion Collegiate Institute.
Mexico Academy.
Morris Union School.
Munro Collegiate Institute.
Norwich Academy.
Nunda Union School.
Ogdensburg Free Academy.
Owego Free Academy.
Oxford Academy.
Palmyra Classical Union School.
Parker Union School.
Phoenix Academy.
Pike Seminary.
Pulaski Academy.
Red Creek Union Seminary.
Saratoga Union School.
Sherburne Union School.
Sherman Academy.
Sodus Academy.
Union Academy, of Belleville.
Waverly High School.
Wellsville Union School.
Whitehall Union School.
Whitney's Point Union School.
Woodhull Union School.
Yates Union School.
Geddes Union School.

Winter Term, 1885-86.

Albany High School.
Albion Union School.
Alfred University.
Afton Union School.
Angola Union School.
Ausable Forks Union School.
Bainbridge Union School.
Baldwinsville Academy.

Boonville Union School.
Canisteo Academy.
Castile Union School.
Cincinnatus Academy.
Claverack Academy.
Cobleskill Union School.
Cook Academy.
Dansville Union School.
Delaware Academy.
Delaware Literary Institute.
Dundee Preparatory School.
Fairfield Seminary.
Forestville Free Academy.
Fort Covington Academy.
Franklin Union School.
Geddes Union School.
Greenville Academy.
Griffith Institute.
Groton Union School.
Hancock Union School.
Holland Patent Union School.
Homer Academy and Union School.
Hornell Free Academy.
Horseheads Union School.
Jamestown Union School.
Kingston Free Academy.
Lansingburgh Academy.
Lawrenceville Academy.
Leonardsville Union School.
Lisle Union School.
Macedon Academy.
Mechanicville Academy.
Mexico Academy.
Munro Collegiate Institute.
Naples Union School.
Norwich Academy.
Ogdensburg Free Academy.
Parker Union School.
Penn Yan Academy.
Pike Seminary.
Pompey Academy.
Port Byron Free School.
Pulaski Academy.
Red Creek Union Seminary.
Rome Free Academy.
Sandy Creek Union School.
Saratoga Springs Union School.
Schoharie Union School.

Sodus Academy.
Stamford Seminary.
Unadilla Academy.
Union Academy of Belleville.
Walworth Academy.
Waverly High School.
Weedsport Union School.
Whitehall Union School.
Woodhull Union School.
Yates Union School.

Spring Term, 1886.

Albion Union School.
Angola Union School.
Bainbridge Academy.
Canisteo Academy.
Canton Union School.
Cincinnati Academy.
Claverack Academy.
Corning Free Academy.
Delaware Literary Institute.
Dundee Preparatory School.
Fairfield Seminary.
Forestville Free Academy.
Geddes Union Free School.
Greenville Academy.
Hamburgh Union School.
Lansingburgh Academy.
Lawrenceville Academy.
Macedon Academy.
Penn Yan Academy.
Pike Seminary.
Pompey Academy.
Port Jervis Union School.
Norwich Academy.
Ogdensburg Free Academy.
Sodus Academy.
Stamford Academy.
Walworth Academy.
Whitney's Point Union School.

EXHIBIT No. 16.

DECISIONS IN APPEAL CASES.

BY THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION.

NOTE.

Under the provisions of title 12 of the Consolidated School Act of 1864, appeals from the proceedings of district meetings, as well as from the acts of commissioners and local boards and officers, are brought, in large number, to the Department of Public Instruction. The decision of the Superintendent in such cases is, in the language of the statute, "final and conclusive, and not subject to question or review in any place or court whatever." While it is undoubtedly important to the interests of the school system that there should be provided such a method for procuring an easy, speedy and final determination of local controversies, it also seems important that so great a power should be exercised in conformity with a line of precedents to which the public should at all times have free access. Moreover, it is believed that the publication of these decisions will serve to lessen controversy and, perhaps, to some extent, avoid the necessity of so frequently reasserting principles which have long since been well settled. The practice is, therefore, commenced for the first time, of selecting from the decisions rendered since the accession of the present Superintendent (April 7, 1886), such as are believed to establish principles which have not heretofore been determined, for publication in this volume. The practice will be continued in succeeding reports. Decisions of importance, previously rendered, will be briefly reported in a revision of the Code of Public Instruction, which is now well advanced toward completion.

ALBANY, *January 4*, 1887.

A. S. D.

DECISIONS IN APPEAL CASES.

BY THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION.

No. 3508.

NATHANIEL COON and others, *v.* ABNER L. SPRAGUE, Sole Trustee of School District No. 14, Sandy Creek, Oswego county, N. Y.

When an appeal has been decided, such appeal will not be reopened, unless upon the ground of newly discovered evidence.

The submission of testimony not contained in original appeal not sufficient, unless it is made to appear that such testimony was not known to, or could not have been procured by the appellants at the time of bringing the original appeal.

(Decided June 1, 1886.)

This is a proceeding purporting to be an "amended appeal" from the election of Abner L. Sprague as sole trustee of school district No. 14, Sandy Creek, Oswego county, N. Y., at the annual meeting held August 25, 1885.

It appears from the records of this Department that an appeal was taken from such election and a decision rendered therein on the 12th day of December, 1885.

This appeal was filed in the Department May 11, 1886. Under the rules of practice, an appeal from the action of an annual meeting must be brought within thirty days from the date of such meeting or some satisfactory excuse must be rendered in the appeal for the delay.

Again when a decision has been rendered in an appeal, such appeal will only be re-opened upon the production of new evidence which was not in the possession of the appellant, or could not have been procured when the appeal was brought.

While more testimony is submitted in the papers now before me than was contained in the former appeal, it does not appear that such testimony was not known to or could not have been procured by the appellants at the time of bringing the first appeal, and no reason is given for bringing this appeal at so late a day except that it was supposed that the papers in the former case were sufficient, no answer having been made to them. This is not a satisfactory excuse. For

these reasons I would decline to entertain the appeal. It might be well (or more satisfactory), however, for me to add briefly, that I have examined the papers herein, and find that the appellants allege as the grounds of their appeal, that the respondent was not eligible to the office of trustee, and that the election was procured by illegal votes. But I also find, by a thorough examination of the testimony, that the appellants fail to show either that Abner L. Sprague was, at the time of his election, ineligible to the office of trustee, or that his election was procured by illegal votes.

The appeal is overruled.

No. 3509.

WILLIAM McCUNE from the Proceedings of a Special School Meeting in School District No. 14, Bovina, Delaware county, N. Y.

Notice of a special school meeting sustained when objection raised is frivolous. Unintentional omission to serve notice upon each school elector will not render void the proceedings of a meeting when it does not appear that any one has been injured by such omission.

The designation of a school-house site controlled by school district.

The State Superintendent of Public Instruction will not dictate in such a matter and will not interfere or set aside a designation unless proceedings therefor were clearly illegal or against the educational interests of the district.

(Decided June 5, 1886.)

This is a proceeding by William McCune, a taxable inhabitant and legal voter in school district No. 14, Bovina, Delaware county, N. Y., appealing from the proceedings of a special meeting in said district held March 10, 1886.

The appellant alleges substantially as the grounds of this appeal :

1. The notice for the meeting was defective for the reason that it did not state that a tax was to be voted at the meeting for any purpose whatever.

2. The notice was not served upon all the voters of the district, and that the omission to serve was willful and fraudulent ; also that the notice as served upon several of the voters did not state that the meeting was called for the purpose of changing the school-house site.

3. There is no necessity for a change of site. The site designated is not a proper one for school purposes and the owner of the land is unwilling to sell the same to the district.

From an examination of the testimony in the case, it appears that a special meeting was called in said district by the service of the following notice :

“To the Inhabitants of School District No. 14, of the Town of Bovina :

“Take notice that a special school meeting of district No. 14 will be held at 7 P. M. on the 10th day of March, 1886, at school-house in Rushland, for the purpose of taking into consideration the propriety of enlarging the school-house so as to accommodate two teachers, or of purchasing a new site and building a new school-house and transacting such other business as may legally come before such meeting.

“Dated *February 27, 1886.*

“(Signed)

JOHN F. MILLER,
“*Trustee.*”

The special meeting so called was held on the 10th day of March, 1886, and 36 voters out of a voting population of nearly 100 were present. The meeting adopted a resolution designating a new site for the school-house by a vote of 29 to 4. The resolution properly designated a new site by metes and bounds, and was adopted by taking and recording the ayes and noes. A tax of \$500 was voted to pay for the new site. The meeting then adopted a resolution to build a new school-house upon the new site, and directing the levying of a tax of \$1,500 to pay for the same, less the amount received from the old house and site, the trustee being directed to make such sale at public auction.

I will examine the objections in the order of their statement :

1. The notice clearly set forth that the object of the meeting was to take “into consideration the propriety of enlarging the school-house so as to accommodate two teachers, or of purchasing a new site, and building a new school-house * * * .”

The meeting could not very well provide for the purchase of a new site, and the erection of a new school-house without voting a tax for the same. It seems to me that the objection that the notice did not say a tax would be raised after stating that the meeting was for the purpose of providing for the purchase of a new site and the building of a new school-house is frivolous. No one could be misled by such omission. Will any one pretend that he was led to believe by the wording of the notice that the meeting was only for the purpose of selecting a new site, and resolving to build a new school-house, and there stop? I think not. While it could well have inserted in the notice that the meeting would levy a tax for these purposes, I think the notice was broad enough, and that the words “purchasing a new site, and building a new school-house” necessarily implied the levying of a tax therefor.

2. The appellant alleges that the notice was not served upon all the voters of the district. He presents the affidavits of four persons, L. Washburn, John W. Browley, Gilbert J. Dickerson and John Hastings, who say when the clerk read the notice to them he did not say that one of the purposes of the meeting was to change the site. Thomas Miller stated that when the clerk attempted to serve the notice on him he told him he knew of the meeting, and the clerk need not read the notice. Three others, William J. Oliver, Maggie Coulter and George L. Davidson, filed with their affidavits the notice

served upon them, which does not state the object of the meeting. Julia McSherson says no notice whatever was served upon her.

The statute provides that the notice for a special meeting "shall state the purpose for which it is called, and no business shall be transacted at such special meeting, except that which is specified in the notice," and it also provides that "the proceedings of no neighborhood or district meeting, annual or special, shall be held illegal for want of a due notice to all of the persons qualified to vote thereat unless it shall appear that the omission to give such notice was willful and fraudulent." There is no question but what the original notice embraced the notice of a proposed change of site. The clerk swears that he read the whole of the notice to the four persons first named, and would have read it to Browley had he not stopped him. There is no question but what the written notices served upon William J. Oliver, Maggie Coulter and George L. Davidson were not full; but the clerk explains the omission by stating that Oliver resided at so great a distance away that he sent the notice to him, and that Davidson and Maggie Coulter were not at home when he called to notify them, and he left the short or slip notice for them. Julia McSherson, he admits was not served, but he says that her husband told him it would not be necessary for him to do so, as he would tell her. While the appellant makes a charge that many persons were not notified of the meeting, the above are all that he shows to have received defective notices or to have been entirely omitted in the service of the notices. Out of a voting population of nearly 100, it is not surprising that some should have been omitted in the service of the notice; this is the reason for the provision of the statute, that such omissions must appear to have been willful and fraudulent before the proceedings of the meeting can be set aside. With the exception of Hastings, it is not claimed that any of the nine persons mentioned above were misled, or would have attended the meeting had they been notified that the purpose of such meeting was to change the school-house site. It does not appear that any of the eight remained away from the meeting, while it does appear that three or four were present and participated in the proceedings. In regard to Hastings, it appears that he is the owner of the proposed site, and it is conclusively shown that before the meeting he had several conversations with different persons about the location of a school-house site and as to what he would sell the district a site for. Knowing that this subject was being agitated in the district, and that a special meeting had been called, he remained away from the meeting. A careful examination of the testimony fails to show that there was any willful or fraudulent intent on the part of either the clerk or the trustee in failing to serve the notice upon every voter in the district. And there is a complete failure on the part of the appellant to show that any one has been injured by the alleged irregularity in the notice or the service thereof, and that the results of the meeting would, under any circumstances, have been different.

3. This brings me to the last objection of the appellant. An effort has been made to show that the old site is sufficient for the district, and that the new site, as designated by the meeting, is not a suitable one for school purposes. From an examination of the testimony, I am of the opinion that the appellant fails to establish either of these allegations. School districts have control of the designation of their school-house sites, and this Department will not dictate in the matter, and will only set aside the proceedings designating or changing a site unless such proceedings are illegal or grossly opposed to the health and welfare of the school. It is no ground for appeal or reason for this Department to set aside the designation of a school-house site for the reason that the owner of the land refuses to sell the same to the district. The law provides the procedure to obtain title, and in this case it appears that proceedings have already been commenced in the County Court for this purpose.

The appeal is overruled, and the action appealed from affirmed.

No. 3510.

W. L. RUTHERFORD and Others, as the Board of Education of Union Free School District No. 1, Waddington, St. Lawrence Co., N. Y., *v.* EMMA A. FISH.

To annul a State certificate, charges must be definite and specific.

A general charge of immoral character not sufficient to put the accused upon the defensive.

(Decided June 11, 1886.)

This is a proceeding by the Board of Education of Union Free School District No. 1, Waddington, St. Lawrence Co., N. Y., preferring charges against Emma A. Fish, a teacher in the public school of said district, and asking that the State certificate held by Miss Fish be annulled, on the ground of immoral character.

I think the circumstances surrounding this case demand a brief review of the proceedings that have been taken by the board of education.

It appears from the records of this Department that an appeal was brought on or about the 24th day of February, 1886, by Emma A. Fish from the action of the Waddington board of education in discharging her from her position as principal of the union school. The appeal was decided on the 5th day of April, 1886, in favor of the appellant, and the action of the board set aside. It appeared therein that the board had entered into a contract, in writing, with Miss Fish, to teach in the school for one year, at a salary of \$500. The reason urged for her discharge was, that she was incompetent to teach the school. The Superintendent (James E. Morrison), in his

decision, says: "I find that the appellant holds a State certificate granted to her in 1867, at which time, as at present, the provisions of section 15, title 1, Code of Public Instruction, was operative and controlling. This section distinctly provides that the Superintendent's certificate, while unrevoked, shall be *conclusive evidence* that the person to whom it was granted was qualified by moral character, learning and ability to teach any common school in the State." The superintendent felt himself, by this statute, debarred from considering the allegations against the moral character, learning and ability of the teacher, upon an attempt to discharge her from the employment of the board, and held that the proceeding should have been one to revoke her State certificate.

Shortly after the decision of this appeal, the board preferred charges before the school commissioner of the district, against Miss Fish and asked him to revoke her certificate on the ground of immoral character. Miss Fish was properly notified of such charges and given opportunity to defend. A hearing was set, and three days occupied by the commissioner in reviewing testimony offered by the board to sustain the charges, at the end of which time the proceedings were withdrawn by the parties instituting them. The principal reason given for such withdrawal is that the commissioner refused to receive affidavits of persons not present as evidence. The commissioner was instructed by the Department that affidavits should not be received as evidence in an oral examination. Counsel for Miss Fish asked the commissioner to render a decision in the matter to the effect that the charges had not been sustained. This the commissioner refused to do, and the board was allowed to discontinue without any judgment or decision being rendered by the commissioner.

On the 28th day of May, 1886, the proceedings now before me were commenced. A copy of the charges and affidavits submitted in support thereof was served upon the respondent. The respondent has filed no answer, and the case must be examined upon the evidence of the moving parties.

In proceedings of this kind, two rules must be complied with:

1. The charges must be definite and specific. No general charge of immoral character will be sufficient to put a person upon the defensive. The charges should specify immoral acts of the teacher and should be drawn with as much care and distinctness as an indictment, so that she may know just what she must meet.

2. The respondent must be given an opportunity to defend, to confront and cross-examine the witnesses produced by the appellant.

In the examination of the charges and the affidavits filed therewith, it appears that the principal charges are those of lying, perjury and disrespect toward the board of education on the part of the respondent. The charges are, in the main, general, although some statements of Miss Fish are set out and characterized as false. A large number of affidavits are filed and similar ones were upon the former appeal. The board of education entered into a written contract with Miss Fish without first having a personal interview with her. During her term

of service as teacher, the exact time does not appear, misunderstandings and contentions arose between the respondent and the board. The papers are very voluminous, covering a mass of irrelevant matter. The controversy is a highly unfortunate one, and it would undoubtedly have been far better if the respondent had never been employed to teach in this school, but with that the Department has nothing to do. The only question left before me is, whether the papers in the case show Miss Fish to be a person of such immoral character as to render it improper for her to hold a certificate to teach in the common schools of the State. It is not whether she lacks judgment; it is not whether she is an unsuccessful teacher, but whether she is of immoral character. The Department cannot revoke a license upon charges affecting character, except upon clear and unquestioned proofs. The fact unquestionably is, that there has been a heated controversy, and that disagreeable things have been said on both sides. Undoubtedly some things have been said which are not altogether true, as is the case in all such controversies, but I find no evidence sufficient to justify me in holding that Miss Fish is a woman of immoral character. The allegations against her are, in the main, general and indefinite, and such specific allegations of fact as are contained in the charges are not supported by the proofs.

If trustees will employ teachers without sufficient caution, without previous acquaintance or inquiry, they must not rely upon the Department to relieve them from their unwise contracts, and particularly so when the most that can be said against a teacher so employed is, that she lacks tact and management, or talks offensively under opposition and criticism.

The charges are dismissed.

No. 3512.

WILLIAM MORRISON, as sole Trustee of School District No. 1, towns of Stockport and Greenport, Columbia county, N. Y., from an order of the School Commissioners of Columbia county, and an order affirming the same, altering School Districts No. 1, Stockport and Greenport, and No. 2, Stockport.

Alteration of school districts is a purely statutory proceeding. Provisions of title VI, chapter 555, Laws of 1864, must be strictly followed.

When a school district lies within two commissioner districts, one commissioner cannot alter or divide it.

Town officers are not authorized to proceed to hear objections to the alteration of a school district lying in two commissioner districts, or to make any order in the premises unless both commissioners attend.

The preliminary order for the formation of a new district, in case the trustees refuse to consent thereto, provided for in section 3, title 6 of the Consolidated School Act, is *inchoate* and of no effect, until confirmed by the order provided for in section 4.

(Decided July 24, 1886.)

This is a proceeding by William Morrison, sole trustee of school district No. 1, Stockport and Greenport, Columbia county, N. Y., appealing from an order made by the school commissioners of Columbia county on the 26th day of January, 1886, altering school districts No. 1, Stockport and Greenport, and No. 2, Stockport, by taking a part of the territory of the former district and adding it to the latter, and from the order of the local board confirming such order on the 8th day of February, 1886.

The objections raised to the proceedings appealed from are :

First. That the confirmatory order is void for the reason that the school commissioner of the first commissioner district did not unite in the same.

Second. That the local board was without jurisdiction for the reason that the supervisor and town clerk of Greenport had not been requested to participate in the proceedings thereof by the trustees of district No. 1.

Third. That great wrong and injustice will be done district No. 1 by the alteration.

The facts relating to the procedure are as follows : On the 26th day of January, 1886, Oliver W. Hallenbeck, school commissioner, of the first commissioner district of Columbia county, and Peter Silvernail, school commissioner of the second commissioner district, duly made and filed their order altering school districts No. 1, Stockport and Greenport, and No. 2, Stockport, by taking part of the territory of No. 1 and adding it to No. 2. The trustee of district No. 2, John P. Van Buren, duly consented to said alteration, and the trustee of district No. 1, William Morrison, dissented, as recited in the order. It appears that district No. 2 lies wholly in the second commissioner district of the county, and district No. 1 partly in the second and partly in the first commissioner district. The trustee of district No. 1 not consenting to the alteration, the order was made to take effect not until the 15th of May, 1886. Copies of the commissioners' order, and of the assent and dissent of the trustees of the respective districts were filed in the town clerks' offices of the towns of Stockport and Greenport on the 27th day of January, 1886. On the 29th day of January, 1886, notice was served by the commissioners on the trustees of both districts, that on the 8th day of February, 1886, at 10:30, A. M., at Kittle's Hall, in Stockport, they intended to make a final order for the alteration of said school districts.

The trustees of school district No. 2 notified the supervisor and town clerk of Stockport of the intention of the commissioners, and requested them to be associated with the commissioners at such time and place. The trustee of school district No. 1 did not request the supervisor and town clerk of Greenport to be associated with the commissioner. It further appears that on the 8th day of February, 1886, at 10:30, A. M., and at Kittle's Hall, in Stockport, pursuant to the notices aforesaid, the commissioner of the second commissioner district of the county, and the supervisor and town clerks of Stock-

port and Greenport met and made an order affirming the original order. This order was duly filed in the proper town clerks' offices.

The alteration of school districts is a purely statutory proceeding, and the provisions of title 6, chapter 555, Laws of 1864, must be strictly followed.

In the case before me, the first objection urged to the proceeding is, that the commissioner of the first commissioner district did not unite in the confirmatory order made February 8, 1886, and it becomes necessary to examine the question as to whether it was necessary for both commissioners to unite in this order.

The sections under which this alteration was made are 3 and 4 of title 6 of the act referred to, and read as follows :

"§ 3. If the trustees of any such district refuse to consent, he may make and file with the town clerk his order making the alteration, but reciting the refusal, and directing that the order shall not take effect as to the dissenting district or districts until a day therein to be named, and not less than three months after the notice in the next section mentioned.

"§ 4. Within ten days after making and filing such order he shall give at least a week's notice, in writing, to one or more of the assenting and dissenting trustees of any district or districts to be affected by the proposed alterations, that at a specified time and a named place within the town in which either of the districts to be affected lies, he will hear the objections to the alterations. The trustees of any district to be affected by such order may request the supervisor and town clerk of the town or towns within which such district or districts shall wholly or partly lie to be associated with the commissioner. At the time and place mentioned in the notice the commissioner or commissioners, with the supervisor and town clerks if they shall attend and act, shall hear and decide the matter ; and the decision shall be final, unless duly appealed from. Such decision must either confirm or vacate the order of the commissioner, and must be filed with and recorded by the town clerk of the town or towns in which the district or districts affected shall lie."

I must examine first what jurisdiction, in respect to territory, commissioners have. Section 1 of this title reads, "it shall be the duty of each school commissioner in respect to the territory within his district :

1. To divide it, so far as practicable, into a convenient number of school districts, and alter the same as herein provided."

The significance of subdivision 1 of section 1 can readily be seen.

The jurisdiction of a school commissioner to alter districts is thereby extended only over the territory of his own commissioner district. But school districts frequently lie in two or more school commissioner districts, and, in such cases, the jurisdiction of one commissioner not extending over the whole territory, section 6 of the same title provides, that "the commissioners within whose districts any such school district lies, or a majority of them, may alter or dissolve it."

School district No. 1, Stockport and Greenport, lies within two school commissioner districts. For this reason one commissioner cannot alter or divide it, but under the authority in section 6 "the commissioners, or a majority of them," may make any alteration or dissolution thereof. One not being a majority of two, it will require the concurrent action of both commissioners to make an alteration of this district. This presents the question as to when or by which order the alteration takes effect. A long line of decisions upon this point, in which the effect of the two orders, provided for in cases similar to the one here, are ably discussed, strengthens me in the conclusion that the preliminary order provided for in section 3 is *inchoate* and of no effect whatever until the same has been duly confirmed as provided for in section 4. If, after making the first or preliminary order, no further proceeding is taken, the alteration is not affected. "The commissioner or the commissioners, with the supervisors and town clerks, if they shall attend, shall hear and decide the matter." "Such decision must either confirm or vacate the order of the commissioner." This language of the statute, and the construction that must be placed upon it is, that when a preliminary order for the alteration of a school district has been made, and the time fixed for the hearing of objections thereto, the commissioner, if the districts affected by the order lie in one commissioner district, or the commissioners, when the districts are located in two or more commissioner districts, shall hear and decide the matter and enter an order vacating or confirming the preliminary order. The commissioner "shall attend," the statute says. The attendance of the supervisors and town clerks is provided for, so that their respective towns may have a voice in the decision of the matter, but the statute does not say they "shall attend."

The absence of the town officers from the board will not in any way prevent the commissioner or commissioners from acting, or invalidate the proceedings taken by the commissioners at the time fixed for the hearing of the objections, otherwise regular. But if the commissioners do not attend, the town officers are not authorized by law to make any order in the premises, and the preliminary order must fall. In this case the school commissioner of the first commissioner district did not attend the meeting on the 8th of February, 1886, for the purpose of hearing objections, and did not unite with the other commissioner in the confirmatory order. The confirmatory order is the one by which the alteration of the districts is affected, and the first order, merely preliminary, being in fact but one step in the procedure for the alteration, and if not followed by the subsequent statutory requirements, it is void.

The direction of the statute, the "commissioner shall attend," was not complied with.

The school commissioner of the second commissioner district had no authority under the statute to make an order altering a school district lying wholly or partly in another commissioner district. The

failure of the commissioner of the first district to unite in the confirmatory order renders the proceedings irregular, and the orders appealed from must be set aside.

The disposition of the foregoing questions makes it unnecessary to examine the other objections raised by the appellants.

The appeal is sustained, and the order appealed from is hereby vacated and set aside.

No. 3513.

ALONZO B. WRIGHT, Appellant, *v.* EDWARD BLEEKER, A. C. GRAHAM, ROBERT WILLETS, R. S. MUNSON, I. J. MERRITT, composing the Board of Education, and THOMAS A. HARRIS, S. DEWITT SMITH and DAVID R. FOWLER, Inspectors of Election, District No. 3, Town of Flushing.

Notice of a special district school meeting — what is sufficient. District organized under special acts of the Legislature subject to supervision by State Superintendent of Public Instruction.

To appropriate money for the improvement of a school building, the vote need not be by ballot, unless the statute specifically requires it.

In such a case, although the vote is taken by ballot, chapter 366, Laws of 1880, known as the "Uniform Ballot Act," does not apply.

Quære, whether said act is applicable to any school district election.

Vote by ballot at school meetings, when necessary.

(Decided August 4, 1886.)

School district No. 3 of the town of Flushing is subject to the operation of a special act of the Legislature, being chapter 638 of the Laws of 1857, as amended by chapter 367 of the Laws of 1873, and chapter 559 of the Laws of 1875, and chapter 434 of the Laws of 1885. A special school meeting was held in said district on Monday, the 12th day of July, 1886, pursuant to the following notice:

"NOTICE.—A special school meeting of the electors of school district No. 3, town of Flushing, is hereby called on Monday, July 12, 1886, between the hours of two o'clock and seven, P. M., at the village hall, Whitestone, with a view of submitting plans, specifications and cost for the enlargement of the present school building in said district.

"(Signed.)

EDWARD BLEEKER, *President*.

" D. R. FOWLER, *Clerk*.

" WHITESTONE, *June 30, 1886.*"

At such meeting the plans and specifications and proposed cost for the enlargement of the school building in said district were submitted to the electors, and election held with a view to determine whether or not said electors would appropriate the sum of \$7,500 to meet the expense of said improvement, and whether or not bonds should be issued for the purpose of raising the said sum. The vote was taken by ballot, printed ballots being used different in color and in size. The polls remained open from two in the afternoon

until seven in the evening, and the voting was supervised, and the count made by three inspectors of election appointed by the board of education for that purpose. The inspectors of election reported at the conclusion of the voting that 124 ballots had been cast, of which 101 were in favor of appropriating the sum named, 3 against such appropriation, 6 in favor of issuing bonds and 13 against the same, with 1 blank ballot. From this action the appellant appeals to the Superintendent of Public Instruction upon the following grounds:

1st. That the call for such meeting did not, as the notice shows, refer to the statute or authority by which such call could be or was made, and did not fully and fairly set forth the object, intent and purpose of the election or special meeting.

2d. That the ballots used, as shown by such report, were illegal and void inasmuch as they did not conform to the provisions of chapter 366 of the Laws of 1880.

3d. That at the closing of the polls the inspectors did not openly and before the meeting declare the result of such election, but reported to the president of the board, who, in that capacity, announced and declared the result.

4th. That only 124 votes were cast and that there were over 300 legal voters in the district, and that, therefore, the 101 votes cast in favor of the appropriation did not show the sentiment of the majority of the voters in the district in favor thereof.

5th. That said election was held pursuant to a special statute, and hence is without the jurisdiction of the State Superintendent of Public Instruction.

6th. It is insisted that if the Superintendent holds that such election is within his jurisdiction and supervision, he must determine whether the election was legal or illegal, whether or not the result was binding upon the district, and in the event of finding that it is not binding, then he must decide that no other election can be held in said district for a similar purpose within the ensuing six months.

In consequence of the foregoing objections, the Superintendent is prayed to set aside such election and declare the results thereof illegal and of no effect.

The board of education was proceeding in this matter under section 11 of chapter 434 of the Laws of 1885, which provides as follows: "Whenever the said board of education shall deem it necessary to erect one or more school-houses in said district, or to enlarge the school-house or school-houses, or to purchase sites or lots for said buildings, in said district, before they shall proceed to levy any tax for the same, they shall prepare an estimate and plan showing the location proposed, cost of ground and plans and estimated cost of buildings; and shall submit the same to the electors of said district at its annual meeting, or at a special meeting to be called for that purpose; and if a majority of the electors voting at such election shall vote in favor of the same, then the said board of education may proceed to acquire title to such sites or lots, and to

erect or enlarge said school-house or school-houses in the manner proposed in said estimate and plan.” This section did not require that the notice of the special meeting should refer to the statute or authority by which such call could be made. It only required that before proceeding to levy any tax for such purpose, the board should prepare an estimate and plan showing the location proposed, cost of ground and plans and estimated cost of improvement, and that they should submit the same to the electors at an annual or special meeting. Section 12 of the original act provides that notices of special meetings shall be posted in eight or more public places and published in a county paper at least one week previous to such meeting. There is no suggestion that the provisions of the statute relative to the posting and publishing of said notice were not literally complied with, and I am of the opinion that the requirements of the law in relation to the notice of the proposed action were satisfied. The appellant objects, secondly, to the ballot on the ground that the provisions of chapter 366 of the Laws of 1880, commonly known as the “Uniform Ballot Act,” were not observed. The first section of this act is as follows :

“SECTION 1. At all elections hereafter held within the limits of this State for the purpose of enabling electors to choose by ballot an officer or officers under the laws of this State, or of the United States, or to pass upon any amendment, law or public act, or proposition submitted to the electors, to vote by ballot under any law, each and all ballots used at any such election shall be upon plain white printing paper, and without any impression, device, mark or other peculiarity whatsoever upon or about them to distinguish one ballot from another in appearance, except the names of the several candidates ; and they shall be printed in plain black ink.”

It is conceded by the respondents that the ballots used were not in compliance with the provisions of this act. They varied in color, in size, they were without the prescribed captions, and they were not printed in the prescribed size of type.

Whether or not it was the intention of the Legislature that the provisions of the “Uniform Ballot Act” should apply to elections held at school meetings, is a question which is by no means free from doubt. It is not necessary to determine that question, however, in order to dispose of the present case. Section 1 of the “Uniform Ballot Act,” above set forth, limits the operation of that act, and to cases where an officer is to be elected or an act or proposition to be determined, is “submitted to the electors to vote by ballot *under any law.*”

There is nothing in the provisions of the statutes governing this meeting which required that the question here at issue should be determined by ballot. It was only required of the board of education that they “shall submit the same to the electors of said district at an annual or at a special meeting to be called for that purpose.” It is true that section 3 of the special act, as amended, does provide that “all elections shall be by ballot,” but this unquestionably refers

to elections for members of the board of education, and I can see no requirement of the statute which necessitated the taking of the vote in this instance by ballot; however proper and perhaps desirable that it should be done in that way. Furthermore, if the "Uniform Ballot Act" does apply to school meetings, and if the law had required that the vote in the present case should have been taken by ballot, and if said law as to uniformity of ballots had not been observed, the result would not, on that account, have been rendered void. Any person who knowingly or willfully violates or attempts to violate the statute relating to uniformity of ballots would be subject to a fine or imprisonment; but there is nothing in the law which would have set aside the results of an election held in violation of its provisions. The objection that the result of the balloting was not announced by the inspectors, but rather by the president of the board of education, has no force. They canvassed the vote, made and signed the certificate of the result, and passed it to the president of the board, who announced the result in their presence and at the proper time; and the act must be deemed to have been their own act. The fourth objection of the appellant, namely, that there were not a majority of all the votes in the district cast in favor of the improvement, and that, consequently, the sentiment of the district is not shown to have favored the same, is likewise without force. All had notice and should have attended, and the votes of those who did attend preponderated heavily in favor of the expenditure. The fifth objection, that the question is not within the jurisdiction of the Superintendent of Public Instruction, cannot be sustained. It was, undoubtedly, the intention of the Legislature to permit this district to operate its schools upon a system peculiarly its own; but to concede that it was thereby removed from the supervision of the State authorities would be destructive of the educational system of the State.

In view of the foregoing considerations the appeal must be dismissed.

No. 3518.

LUTHER L. ACKERSON, Trustee of School District No. 6, Town of Sterling, Cayuga county, N. Y., from an Order of JOSIAH GALEY, School Commissioner of the First Commissioner District of Cayuga County, dated March 26, 1886, changing the boundaries of said district.

Commissioner's order altering the boundaries of a school district sustained, when on an appeal it appears that the commissioner has acted in good faith, and by the order has restored to a district territory which had been unintentionally and under a misapprehension of facts set off from such district.

(Decided August 18, 1886.)

This is a proceeding by Luther L. Ackerson, trustee of school district No. 6 of the town of Sterling, Cayuga county, appealing from an order of Josiah Gailey, school commissioner of the first commissioner district in said county, altering the said district No. 6 by taking therefrom lands and annexing them to the adjoining district No. 17.

The commissioner's order bears date March 26, 1886.

The grounds of appeal are as follows :

1. That the lands in question were formerly a part of district No. 17, and were, by an order bearing date March 24, 1877, with the consent of the trustees of both districts affected, annexed to district No. 6.

2. That the property set over does not contain a dwelling-house, and, therefore, the change does not bring any child of school age nearer to a public school building.

3. That district No. 17 was, before the granting of the order appealed from, already a stronger district than district No. 6, and that consequently the change weakens the weaker district.

4. The real objection seems to be that a portion of the Rome, Watertown and Ogdensburgh railroad, which, for a number of years, had been taxed in district No. 6, will hereafter be taxable in district No. 17.

I have very carefully examined the pleadings and papers filed upon this appeal, and from such examination I find the facts to be :

That previous to the granting of an order by then school commissioner Morehouse, some doubt and confusion had arisen as to the boundary line between district Nos. 6 and 17 in the town of Sterling. That an order was consented to by the trustees of districts Nos. 6 and 17 and granted by the school commissioner taking certain farm lands claimed by district No. 17, and annexing them to district No. 6. That the present school commissioner at that time acted as an adviser to the trustees of district No. 17, and advised such trustee to consent. That neither the commissioner nor the trustee of district No. 17, nor the present commissioner intended to consent or advise that the lands covered by the tracks of the said railroad should be included in such transfer. That in describing the line between said districts Nos. 6 and 17, the south side of the farm of one Jesse Carris was used, the commissioner and trustee of said district No. 17 supposing that to carry the line south of the railroad bed. But it appears that Carris had changed his south line by parting with a part of his farm on the south so that this south line was north instead of south of the track, and the effect of using his south line to divide the districts was to include the railroad in district No. 6 instead of district No. 17. This change was unknown to both commissioner and trustee. Upon the discovery of the error the present commissioner by the order appealed from has set back to the district from which it was so taken by misapprehension, the lands north of Carris' old south line. It is not claimed that any attempt was made to deceive the commissioner or the trustee of school district No. 17 at the time the original order

was granted, but no mention of the change of the boundary of Carris' farm was made, and the commissioner and trustee of said district No. 17 were not informed of it, and the commissioner in describing the boundary of the districts was misled thereby.

From all the facts so found, I am led to the conclusion that when the order of March 27, 1877, was granted by the commissioner and consented to by the trustees of district Nos. 6 and 17, the commissioner and the trustee of school district No. 17 acted under a misapprehension of facts and did not intend to transfer the lands mentioned from district No. 17 to district No. 6.

A similar case came up on appeal to this Department in 1869, and Superintendent Weaver decided the order, made under misapprehension of facts, void and set the same aside.

But I have also considered the question of the relative strength of the districts and fail to discover that there is any great difference. Both are and will be sufficiently strong to support suitable schools and provide instruction for the number of children of school age in their respective districts. The commissioner having acted in good faith and in the absence of contrary proof, I shall hold with good judgment and in accord with the statute. I must, from all the facts presented to me on this appeal, overrule the appeal and sustain the order appealed from.

No. 3525.

J. C. FARGO and others from the Action of the District Meeting held in Joint-School District No. 11 of the Towns of New Hudson, in Allegany County, and Lyndon, in Cattaraugus County, on May 29, 1886.

Two months and a half delay in bringing an appeal sufficient to bar it unless satisfactorily explained.

The Department will not enjoin trustees from proceeding to erect a new building, upon an old site as directed by a school meeting, in order to afford time to work up sentiment for a change of site.

(Decided August 26, 1886.)

This is an appeal by J. C. Fargo, a resident voter and tax payer of the district, and others, from the action of the district meeting in joint district No. 11, towns of New Hudson, in Allegany county, and Lyndon, in Cattaraugus county, alleged by the appellants to have been held on May 29, 1886, at which a resolution was adopted to build a school-house for said district, and appointing Arden M. Franey and Addison S. Thompson as a committee to act with the trustee in carrying out such resolution. The appellants ask that the building of such school-house be stayed pending a decision upon this appeal.

The appellants allege the following grounds of appeal:

1. That the present school-house site is in the northern part of the district; that the district was formed more than thirty years ago by adding or annexing the southern portion to the northern, and at that time the present site was adopted.

That the present site is not in the center of the district, and that more tax payers reside south of than north of said site.

That appellants propose at once to take such proceedings as will cause the present site to be abandoned, and one selected further south, and in the geographical center of the district.

2. That the special meetings, at which the present acting trustee was elected and the resolutions adopted, were not regularly called, and the proceedings thereof irregular.

3. That contracts have been entered into for an amount in excess of the amount authorized by the district.

The appeal in this proceeding was taken on the 11th day of August, 1886, nearly two months and a half after the date of the meeting as alleged by appellants from the proceedings of which this appeal is taken.

But the respondents aver, and have filed affidavits of at least three persons to prove it, that the said meeting alleged to have been held on May 29 was, in fact, held on the first day of May, which was a regularly adjourned meeting day.

Appellants have in no manner excused their delay in taking this appeal; they are clearly barred by their *laches*, but I have not been content to dismiss the appeal upon a technicality, and I have carefully considered all the papers submitted by the appellants and the respondents on this appeal, and I am forced to the conclusion that the best interests of the district would be subserved by carrying out the direction of the district meeting and completing the school-house on the present site, so as to resume sessions of the school as soon as possible.

For thirty years this has been the site of the school-house, and as there is no evidence of opposition to such site until very recently, I must assume that it has been a very satisfactory location for the school. Besides, the purchase of a new site involves the loss of the old with but little compensation therefor, owing to the fact that the grant thereof to the district was conditional, the expenses attending purchase of new site, expense of moving buildings, etc., all lead me to the conclusion that the voters at the district meetings, and the officers who are carrying out the directions of such meetings, acted, and are acting in good faith, and for the best interests of the district and the school therein.

Reasoning as I have done, I am compelled to deny this application for a stay of proceedings and dismiss the appeal.

No. 3526.

JOSEPH C. PARKS, EDGAR BROWN, AMASA BATES, RICHARD J. ROBINSON and WILLIAM J. COOPER, as Trustees and Members of the Board of Education of Union Free School District No. 6, of the Town of North Greenbush, N. Y., v. An Order of LEWIS N. S. MILLER, School Commissioner, dated January 11, 1886, and from an Order of said School Commissioner, together with THOMAS J. NEVILLE, Supervisor, and JOHN J. SULLIVAN, Town Clerk of the Town of Greenbush, dated January 30, 1886, Dividing the Territory and Altering the Boundaries of said District.

A school commissioner possesses the power to alter or change the boundaries of a union free school district.

In the absence of proof to the contrary, the presumption is, that the commissioner acted with sound discretion, and for the educational interests of the territory affected, by an alteration of school district boundaries.

(Decided September 2, 1886.)

This is an appeal from an order of Lewis N. S. Miller, school commissioner of the second district of Rensselaer county, made upon the 11th day of January, 1886, whereby a portion of union free school district No. 6, of the town of North Greenbush, was set off from said district No. 6, and attached to district No. 2 (which is a common school district) of the town of Greenbush, and also from an order of the said school commissioner and the supervisor and town clerk of the town of Greenbush, made upon the 30th day of January, 1886, to the same effect as the first-mentioned order.

There are two distinct questions in this case:

First. Whether a school commissioner has the power to alter or change the boundaries of a union free school district; and

Second. If he has the power, whether it was properly and judiciously exercised in this case, so as to promote the best interests of education in the locality affected.

The power of a school commissioner to alter a union free school district is earnestly contested by the appellants. It was ably urged upon the argument that by enacting the legislation providing for the formation and organization of union free schools, and for the government thereof, and particularly in the enactment of chapter 210 of the Laws of 1880, providing for the dissolution of union free school districts, the Legislature showed its intention to leave it altogether to the residents of the district, to determine whether or not they would have a union free school district, and also to deprive school commissioners from exercising over these districts the powers which they possess in relation to common school districts. The question is an important one. Although I find cases where the Department has sustained commissioners in making orders affecting the boundaries of union free school districts, and one case, at least, where the Department has overruled a commissioner in refusing to make such an

order and directed him to make it, I do not find that the power of commissioners to make the order has been raised before the Department, or that it has ever assumed to determine that question.

It has been the policy of the State from its earliest history to confer upon the school authorities the power to divide the territory of the State into districts of such convenient size as would enable the inhabitants of each district to manage their affairs in their own way, subject to the general oversight and supervision of the State Department, and also to alter and modify districts at pleasure according to the development of the territory or changes in population. By section 1 of title VI of chapter 555 of the Laws of 1864, the duty of making such divisions and alterations is imposed upon the school commissioners in their respective commissioner districts. The statutes, providing for the changing of common school districts into union free school districts, leave it to the inhabitants of any district so laid out, or of adjoining districts co-operating together, to determine whether or not they will establish a union free school, and become a union free school district, and, upon their determining to do so, they are invested with certain enlarged powers and privileges. The purpose of this is obvious. The union free school system contemplates and provides for a school of high grade with an academic department. The management of such a school requires a system more complex than that of a common school district. The people who desire, and set up such a school, are ordinarily the people to be safely intrusted with the complex machinery requisite to the management thereof. It evidently was the intention of the Legislature to enable the inhabitants of any locality to establish schools of a grade and character suited to their circumstances and wants, and to invest such inhabitants with the powers necessary to the government of such schools, but the statutes which do this contain no suggestion of an intention to modify the general and long-settled regulations for the division of all the territory of the State into districts of such size and form as the authorities charged with the general supervision of education should deem best adapted to promote the interests of the same.

The act providing for the dissolution of union free school districts is urged by the appellants as a legislative construction of the statutes providing for the formation of such districts. It is said that if school commissioners possess the power to change the boundaries of union free school districts, then there was no legislative act necessary to enable them to dissolve such districts. I do not think so. The power to regulate the shape and size of a district is distinct from the power to determine the grade of the schools, and the system of government within the district. The first power is with the commissioner, the last with the inhabitants of the district. Of course, both must act pursuant to law. The act for the dissolution of union free school districts is only to enable them to change back from a union free school, and its system of government to a common school district, and its way of doing business. It does not touch the sub-

ject of boundaries. It was an essential element in the general plan to enable any district to have the kind of school government it wants. Without it the people who had voluntarily determined to organize a union free school would be enabled to get rid of such system, even after they had demonstrated, by experiment, that they could not successfully maintain it. To obviate this difficulty, and to make the plan complete, chapter 210 of the Laws of 1880 was enacted.

To hold that school commissioners have not the power to divide or add to a union free school district would be to change the entire policy of the State from its earliest history, in reference to the school district system. It is not conceivable that the Legislature would have expressed its intention to do this by the use of any equivocal language, or that it would have left the authority for so important and far reaching a step to rest only upon inference or implications; I am, therefore, constrained to hold that the commissioner making the order appealed from in this case had the power to make it.

This precise question has been before the courts in this State. In the case of *The People, etc., ex rel. The Board of Education of Union Free School District No. 2, Town of Onondaga, v. James W. Hooper, School Commissioner, etc.*, one of the ablest of our General Terms in a well-considered opinion delivered by the presiding judge, held that the school commissioner possessed the power to alter or divide a union free school district.

Having arrived at the conclusion that the commissioner had the power to make the order which he did, and knowing of no objection being raised as to the regularity of the proceedings, the only question remaining is as to whether the commissioner acted with sound discretion and for the educational interests of the territory affected. It is to be presumed that he did so act, in the absence of proof otherwise. There is no such proof. On the contrary, a careful examination of the papers and exhibits submitted, makes me of the opinion that the educational interests of the district affected will be best subserved by upholding the order of the commissioner for the following considerations:

First. The district affected lies wholly in the town of Greenbush. Heretofore it has been connected with a district, the balance of which lies wholly in the town of North Greenbush. The order of the commissioner attaches this portion to a district lying wholly in the town of Greenbush. The best results have not been attained in districts lying in different towns, and it has always been the policy of the State to encourage the formation of districts so far as may be, within the limits of a single town. A marked illustration of the unwisdom and indeed frequent injustice of disregarding town lines in the formation of school districts is found in the present case. The assessed valuation of real estate in the town of Greenbush is shown to be at full value, while in North Greenbush such valuation is only forty-eight per cent of the real value. The result of this is that the

people in the territory now set off have been taxed for the support of the schools more than twice as much as their neighbors in the same school district.

Second. The school-house in the district to which the territory in question has been annexed is nearer and more conveniently located to the inhabitants of the district than is the school-house in the district from which it is set off.

Third. The evidence shows that the people in the district affected desire to be set off as ordered, and it is the duty of the school authorities to respect such desire so far as reasonably practicable.

In view of these considerations, the appeal must be dismissed, the stay of proceedings granted by me upon the 29th day of April, 1886, must be revoked, and the orders respectively appealed from affirmed.

No. 3523.

LUCY CHISHOLM v. THE BOARD OF EDUCATION OF UNION FREE SCHOOL DISTRICT No. 1, TOWN OF MIDDLEBURGH, SCHOHARIE COUNTY, N. Y.

A teacher must be paid for the week spent at teachers' institute occurring during the term of employment.

When, at the request of a board of trustees, a teacher taught an additional week, the teacher must be paid for that week at the contract rate.

An attempt to compel a teacher to make up for the time spent at an institute will not be sustained.

(Decided September 15, 1886.)

This is an appeal from the action of the respondent in refusing to pay the appellant a balance due her for wages as a teacher. The appellant alleges that she contracted with the respondent to teach three terms of thirteen weeks each, for the sum of \$500; that she has fulfilled her contract except as to one week, during which she was in attendance at the teachers' institute, held in the county; that subsequently, at the request of the respondent, she taught an additional week; that she has been paid the sum of \$410.26 for such services, and no more.

The respondent has made no answer in the case.

The appellant should have been paid her wages promptly. She is entitled to her wages during the week she was in attendance at the teachers' institute. Section 5 of title 2 of the Consolidated School Act directs trustees to close the schools and give teachers the time for attendance upon the teachers' institute in their county or district without deducting pay. She is also entitled to pay for the extra week taught, at the contract rate, which amounts to the sum of \$12.82.

I infer that the board undertook to require her to make up the week of her attendance at the institute. This they had no right to do.

The appeal is sustained and the board of trustees of union free school district No. 1, of the town of Middleburgh, N. Y., is hereby directed to pay to Lucy Chisholm, the appellant, the sum of \$102.56, with interest thereon from the 1st day of July, 1886.

No. 3532.

THE BOARD OF EDUCATION OF DISTRICT NO. 2 OF THE TOWN OF MAMARONECK, WESTCHESTER COUNTY, from an order of JAMES B. LOCKWOOD, school commissioner of the second commissioner district of Westchester county, N. Y.

A resolution of a board of supervisors rearranging commissioner districts, which contains no provision that the resolution shall not go into immediate effect, becomes operative at once.

The official records are the best evidence of the intent of a legislative body, and must control. Extrinsic evidence of the intent will not be allowed to change the effect of the record.

The adoption of a resolution taking a town from one commissioner district and placing it in another commissioner district deprives the commissioner of the former district of all power in such town.

What necessary to constitute a *de facto* officer.

(Decided September 21, 1886.)

This is an appeal from an order of James B. Lockwood, school commissioner of the second district of Westchester county, made on the 27th day of July, 1886, and also from an order confirming the first-mentioned order, made upon the 20th day of August, 1886, which said orders changed school district No. 2 of the town of Mamaroneck, by detaching a portion of the territory of said district and annexing the same to school district No. 1 in said town. The appeal is brought on behalf of the board of education of school district No. 2, and in support thereof it is set up that the commissioner had no power to make the orders appealed from because the town of Mamaroneck was not in his commissioner district at the time the order was made. It seems that the town of Mamaroneck has, prior to the 22d day of January, 1886, been in the second commissioner district of Westchester county. On that day the board of supervisors of the county adopted a resolution rearranging the commissioner districts of the county, and placing the town of Mamaroneck in the first district. This case must turn upon the time when such resolution of the board of supervisors went into operation.

Commissioner Lockwood, in his answer to the appeal, says that the action of the board of supervisors was taken at the request of the school commissioners of the county; that they requested that it should take effect at the beginning of the next school year, and that

it was commonly understood, both at the time of the adoption of the resolution and since, that the action was not to go into operation until that time.

The resolution in question reads thus :

“ *Resolved*, That the first school commissioner district shall *hereafter* be composed of the following towns, viz. : Rye, Scarsdale, Mamaroneck, New Rochelle,” etc.

There is nothing in the statute conferring authority upon boards of supervisors to divide their counties into school commissioner districts which prescribes the time when such acts shall go into operation. They can do so at any moment. It must be assumed that the action is operative at once, unless it is specially provided that it shall not be and unless a time is specified when it shall become so. The official record is the best evidence of the intent of a legislative body. If we were to set up any other standard we should be precipitated into endless confusion. In the present case the board resolved that “ *hereafter* ” the town of Mamaroneck should be in the first commissioner district. This must be held to mean from the moment of the adoption of the resolution, and that consequently the town of Mamaroneck was not in the district of the commissioner making the order appealed from at the time it was made.

The commissioner also answers that, although it be held that the resolution of the board of supervisors went into effect as soon as adopted, still his order should be upheld because the general understanding was otherwise, and because he exercised and was recognized as possessing jurisdiction over the town of Mamaroneck at the time of making the order. I fail to see any force in this suggestion. The rule of law which upholds the acts of “ *de facto* ” officers cannot be successfully invoked in this case. The commissioner was not a “ *de facto* ” officer as to the town of Mamaroneck at the time of making the order. A “ *de facto* ” officer must have some color of right and title to exercise the functions of an office. He must have some legal status, which all not only do recognize, but are compelled to recognize, until it is overthrown. The commissioner cannot be said to have occupied that position in this case. As to the districts affected by his order, he was an officer neither in law nor in fact. It is immaterial whether any one objected or not. No one was bound to object.

For the foregoing considerations I am of the opinion that the appeal must be sustained and the orders appealed from set aside and declared to be of no effect, and it is so ordered.

No. 3516.

JOHN ARMSTRONG v. JOHN J. CALLANAN, School Commissioner of the First Commissioner District of Albany county.

Commissioner's order declining to set off a tax payer from one school district to another for the reason that such tax payer supposed when he purchased lands he was included in the district he asked to be attached to, sustained.

(Decided September 28, 1886.)

This is an appeal by John Armstrong, an inhabitant and tax payer of joint district No. 3 of the town of Coeymans, Albany county, and New Baltimore, Greene county, from the action of School Commissioner John J. Callanan of the first commissioner district of Albany county, refusing to set off said appellant to an adjoining district.

The grounds stated by the appellant for desiring to be set off are as follows :

First. That a railroad is operated through district No. 3, and between the property of appellant and the school-house, and that it is extremely dangerous for school children to cross and recross the tracks of the railroad company because of the frequent passage of trains of cars.

Second. That the lands of appellant are rendered less valuable by reason of the same being included in district No. 3; that prospective tenants will not hire appellant's lands if it is discovered that the lands are included in district No. 3, and separated from the school-house by the railroad tracks.

The facts are :

That appellant's lands are near the eastern boundary of district No. 3; that a railroad is now and for several years has been operated through the district very near appellant's lands; that appellant supposed when he bought the lands, that he was included in district No. 1, which is composed of land wholly east of said railroad land; that appellant has two children, each sixteen years of age; that the railroad company protects persons passing at the crossing by gates and signals; that appellant's children are often seen about the depot of the company near the crossing, and that they cross the tracks to and fro when not attending the school.

The district to which the appellant seeks to be set off is possessed of a very large amount of taxable property, while district No. 3 is much weaker. Other tax payers are similarly situated in district No. 3, and object to any change in the boundary of the district. District No. 3 has a good school and an excellent teacher, and the school has been conducted with good results.

Although the appellant's counsel has been repeatedly notified to perfect his appeal by furnishing a map and list of taxable inhabitants necessary for a complete understanding of the case, he has neglected to do so, and I am compelled to consider the case without the aid and information such map and list would afford me.

The question is, did Commissioner Callanan exercise proper discretion in refusing the request made to him by appellant?

From the facts found, I am of the opinion that he did. But, moreover, had he granted the order changing the district, it would have been void without the concurrence of the commissioner of the adjoining commissioner district of Greene county, who has jurisdiction, together with Commissioner Callanan, in district No. 3, of which land in Greene county forms a part; and even with the concurrent action of the commissioners granting the alteration, the consent of a majority of a board composed of the commissioners acting with the supervisors and clerks of the adjoining towns might be requisite, for the reason that the trustee of district No. 3 declined to consent to the proposed alteration.

The appeal is overruled, and the action of the commissioner is sustained.

No. 3534.

WARREN J. ALFRED and others *v.* THE TRUSTEES, ETC., OF SCHOOL DISTRICT No. 5, TOWN OF WAVERLY, FRANKLIN COUNTY, N. Y.

This Department, when asked to set aside the proceedings of a school meeting will always inquire into the *bona fides* thereof.

A notice to "taxable inhabitants," while irregular, will not be considered sufficient ground to set aside the business of an important special meeting, unless it is made to appear that some one has been misled by it.

Bad spelling in a notice of a meeting will not invalidate the proceedings thereof. Failure to give notice of a meeting to every person entitled thereto will be excused unless done willfully, or it appears that the failure prevented such persons from attending, and their attendance would have changed a declared result.

No one is bound by the trustee's announcement of what qualifies a school district voter, particularly as no one was deterred from participating in a meeting thereby.

(Decided November 10, 1886.)

This is an appeal from the action of a special meeting of district No. 5, town of Waverly, Franklin county, held on the 14th day of November, 1885, in voting to build a new school-house and levy a tax to pay for the same, and from the action of the trustee and collector in levying and collecting such tax. It seems that a special meeting was first called to be held on the 31st day of October, 1885, at one o'clock in the afternoon, which was not called to order until about 4:30 o'clock, and then, without any material action, was adjourned to meet on the 14th day of November, 1885, at 6 o'clock, P. M., and at the latter time the meeting reconvened and voted to purchase a site and build a school-house. It was resolved to let the work to the lowest bidder, and bids were received at this meeting, the lowest of which was by one Frank Trim, for the sum of \$405. The work was

let to him and a tax ordered levied for the amount. Mr. Trim went on and erected the building, the trustee accepted it, and the tax was levied and the collector was engaged in raising the sum when, about the 1st of June, 1886, this appeal was brought.

The appellants allege various irregularities. They say the special meeting of October 31st had no jurisdiction, and that consequently an adjourned meeting thereof had none; that the notice of such meeting was defective, as it was a notice only to "taxable inhabitants," while others were entitled to vote at school meetings, and that it contained misspelled words and some abbreviations; that such notice was not served upon persons entitled to notice, as the law provides; that while the meeting was called at 1 P. M., it did not convene until 4:30 P. M., and that some persons left in the meantime, and that when the meeting did convene the trustee announced that only real estate owners and tax payers could vote, etc. There are other objections urged, but these are the essential ones, and if they are not availing, none set up can be.

This Department when asked to set aside the acts of school meetings or school officers always inquires into the *bona fides* of such acts. Were the things done such as it was proper to do? Did they undertake to do them properly according to such knowledge as they had? Has any one been imposed upon or wronged? If irregularities have occurred, will the greater hardship be imposed upon individuals and greater help be given to the cause of education by setting aside or sustaining such acts?

In the present case there is absence of proof of bad faith. The notice of the special meeting should have called all legal voters of the district rather than "taxable inhabitants," but there is no proof that anybody was misled by it. Indeed the appellants, nearly if not quite all of them, attended the meeting. There was some bad spelling in the notice, but to hold that this invalidated it would be so far reaching in its consequences that the result would be appalling. The notice may not have been served on every person entitled to notice as it should have been, but it does not appear that this was willful, or that any were without actual notice. There is absence of evidence that the meeting was held without the knowledge of persons who desired to be present, unless in a single instance which is too isolated to be of weight. If this person had been present the result would not have been changed. If the trustee did announce his legal opinion as to who could vote, no one was bound by it. It does not seem to have deterred any person entitled to vote from doing so.

The adjournment from October 31 to November 14 seems to have been regular. It indicates deliberation and absence of any purpose to deceive.

But other facts are to be taken into consideration. The district had no school-house, and sorely stood in need of one. The undertaking to erect one was commendable. The building had been erected before the appeal was taken. To set aside the acts pursuant to which it has been constructed would be to deprive the builder of

his pay, or to throw the expense upon a portion only of the district, and then they would have on their hands a building which would not be the district school-house.

I have not lost sight of the fact that there are separate settlements in this school district, and that the location of a school in either one does not meet the convenience of the other. But this fact cannot be allowed to have much weight in the determination of the pending case. Perhaps it would be well if the two settlements were separated into two school districts, which, should the population continue to increase, might appropriately be done after a school-house shall have been erected at the other settlement. It seems that a school is now being sustained there. If this is to be continued, a house is needed. If this should be erected, the tax should be borne by both settlements, as in the present case.

In view of the foregoing considerations, I feel compelled to dismiss the appeal, and discontinue the stay of proceedings heretofore issued by me herein.

No. 3531.

SUMMIT MOUNTAIN HOUSE COMPANY v. SAMUEL DECKER, Sole Trustee of School District No. 21 of the Town of Middletown, Delaware County, N. Y.

Chapter 59, Laws of 1886, authorizing certain tax payers to elect and give notice in which of two towns they will pay taxes held to apply to school taxes.

Held, further, that the act applies to cases which arise subsequent to the passage of the act as well as to the then existing cases.

(Decided November 12, 1886.)

This is an appeal from the action of Samuel Decker, sole trustee of school district No. 21 of the town of Middletown, Delaware county, N. Y., in levying a tax for the sum of \$198.87 by a tax bill dated July 5, 1886, and renewed August 5, 1886. The appellant insists that such tax list is incorrect and invalid as to it, and that it should not be taxed in district No. 21 at all. The property of the appellant consists of a hotel and accompanying buildings, and about one hundred acres of land. The line between Delaware and Ulster counties, and between the towns of Middletown and Shandaken, runs through said property and through said hotel building, leaving a portion in each town.

The appellant claims that school district No. 3 of the town of Shandaken includes the entire property, and the description of said district as recorded in the town clerk's office of said town seems to support this view. The respondent insists, upon the other hand, that the boundary between district No. 21, Middletown, Delaware county, and district No. 3 of the town of Shandaken, Ulster county,

is identical with the boundary line between the two counties, so far as the same runs through this property, and supports its claim by numerous affidavits of former trustees and other residents who profess to have been familiar with all the circumstances for more than thirty years. It is impossible for me to determine the disputed question and the location of the district line from the papers in the case. It probably can only be determined by a survey, which should be made. If I could feel justified in sustaining the appellant's claim in this regard, that would settle the controversy; but I cannot. The appellant says, however, that even if the respondent's claim as to the location of the boundary line be assumed to be correct, that even then it ought to succeed in this appeal, for the reason that it has elected to pay taxes in the town of Shandaken pursuant to the provisions of chapter 59 of the Laws of 1886. Proof is made that the appellant, in the month of March, 1886, caused to be served upon the assessors of each of the towns of Middletown and Shandaken, a notice signed by the president of the appellant, together with a copy of the act (chapter 59 of the Laws of 1886), and stated that, pursuant to such chapter, the appellant would elect to pay taxes thereafter in the town of Shandaken. It is insisted by the respondent that chapter 59 of the Laws of 1886 only applies to taxes levied and unpaid at the time of the passage of the act, and that in any event it does not apply to taxes for school purposes. The language of this act is, perhaps, unfortunate and difficult of construction; it must be read in its entirety, and its different provisions must be construed in line with its general purpose, and, so far as possible, held to carry out that purpose. Its general purpose is to relieve the owners of dwelling-houses, or other buildings through which town boundary lines run, from the embarrassment and annoyance of being subjected to taxation in the two towns, and to avoid controversies between the same in relation to their respective claims. It does speak of "taxes levied thereon, which shall remain unpaid by the owner * * * at the time of the passage of this act;" but section 2 provides that "the occupant shall cause to be served upon the assessors, or one of them in both said town and city, or in both of said towns in the same or different counties, at least thirty days prior to the date fixed by law for the date of assessment, a written notice of his said election, together with a copy of this act," etc. This provision that the notice of election shall be served at least thirty days prior to the date of assessment would be meaningless, if we were to hold that the act applied only to taxes levied at the time of its passage. On the contrary, it plainly indicates the intent of the Legislature to make a general provision not only for the benefit of existing cases, but of such as might arise after the passage of the act. Furthermore, the act refers to taxes in general, and I think must be held to include school taxes.

For the foregoing considerations, the appeal must be sustained, and the tax levied against the appellant in the town of Middletown must be held to be null and void, and the trustee of school district

No. 21 of said town is hereby directed to withdraw the tax list in question from the hands of the collector, and to correct the same by striking therefrom the name of the Summit Mountain House Company.

No. 3534.

HARVEY B. VAN DYNE, trustee of school district No. 5 of the town of Poughkeepsie, Dutchess county, N. Y., *v.* ALBERT P. SMITH, school commissioner of the second commissioner district of Dutchess county.

Consent of trustees of one district affected by a commissioner's order changing school districts not material when the trustees of the other district refuse consent. Such consent only becomes material when there is to be no subsequent meeting for hearing objections.

A commissioner who failed to file a confirmatory order made by himself, together with the supervisor and town clerk, for nearly a month after the same was made, was derelict in duty ; but such negligence held not to be fatal to the proceedings.

Failure to give proper notice of the meeting to hear objections would be waived by the appearance at the meeting, without objection, of all the parties entitled to notice.

Altering districts only for the purpose of equalizing valuations not sanctioned by the Department, may be an element for consideration, but should not be the controlling one.

(Decided November 13, 1886.)

This is an appeal from an order of Albert P. Smith as school commissioner of the second commissioner district of Dutchess county, made on the 6th day of August, 1886, and also from an order of said commissioner dated the 14th day of August, 1886, made to confirm the first-mentioned order, which orders set off a portion of school district No. 5, in the town of Poughkeepsie, and attached the same to school district No. 1 of said town. The papers in the case are very voluminous. From them it is gathered that there has been considerable local controversy over the matter for a long time. District No. 1 seems to have been desirous of gaining more territory for the purpose of increasing its taxable property, and particularly seems to have been anxious to bring within its limits, a piece of the line of the New York Central and Hudson River railroad. The order of the commissioner effects this by cutting some three-quarters of a mile of said road from district No. 5 and adding it to district No. 1. This is stoutly resisted by district No. 5. It is said that the change will be inconvenient to the people living in the territory which is set off from one district to the other, and they protest very earnestly against it. Two subjects are properly matters of inquiry, viz. :

First. Whether the commissioner has acted regularly, and pursuant to the provisions of the statute ; and

Second. Whether in case the proceedings are regular, it was an advisable thing to do.

The appellant urges numerous irregularities in the proceedings, the leading ones of which are :

(a) That the trustees of district No. 1 did not consent, in writing, to the order of April 6 prior to the time when the order was made.

(b) That the orders, notices, etc., were not filed in the clerk's office until the 4th of September after the making of the orders.

(c) That the commissioner proceeded to hear objections on the 14th day of August without proof of service of notice on the trustees.

(d) That the commissioner made no written decision or order on the 14th of August.

I do not think there is sufficient force to these objections to require that the orders should, because of them, be set aside. It is probably true that the trustees of district No. 1 did not make a written consent to the commissioner's order prior to the 6th of August. They severally swear that they consented in fact, however, but I do not think that material. The consent of the trustees of the district affected is only material to the validity of the commissioner's order changing districts where there is no objection on the part of either of the districts affected, and where there is to be no subsequent meeting for hearing objections. In this case the trustee of district No. 5 objected from the first, and that fact was recited in the order of August 6th. In view of the fact that there was no general assent to the commissioner's order, and of the necessity for a future hearing by the commissioner so that the opposing parties might have an opportunity to state their objections, it is difficult to see any necessity of consent, written or unwritten, on the part of the trustees.

That he determined at the time of the hearing of August 14th to confirm his former order seems to be beyond question. All accounts agree upon the fact that he announced his purpose so to do to the end that the matter might be taken upon appeal to this Department, if the opposing parties should so desire.

I think the commissioner was exceedingly derelict in not filing the papers in the clerk's office before the 4th of September, but cannot think that such negligence should be held fatal to the proceedings.

There would not seem to be much force in the objection that the commissioner proceeded to hear objections on the 14th of August without proof of service of notice on the trustees in view of the fact that the trustees of both of the districts affected were present at such hearing, and participated in it, and that the record fails to disclose that they raised any objections of that nature at that time.

It is claimed by the appellant that the order of the commissioner affects school district No. 4. This is denied by the respondent, and inasmuch as no resident of that district appears in the case, and as the papers fail to establish the claim satisfactorily, it cannot be sustained.

I now come to the consideration of the question whether the order was advisable.

District No. 5 had within its limits about two and one-half ($2\frac{1}{2}$) miles of the line of the New York Central and Hudson River railroad. District No. 1 contained no portion of the road. The order appealed from cuts off territory containing about three-fourths ($\frac{3}{4}$) of a mile of the road from district No. 5, and annexes it to No. 1. The fact is undisguised that it was the object of the order to accomplish just this thing. No other purpose was advanced in support of it. It is reasoned that the railroad company is a large tax payer, and that district No. 1 is poor, while district No. 5 is well-to-do. Substantially the only ground advanced by the respondent's answer in support of the propriety of the order is, that it was to help a weak district. It is not pretended to have been made for the convenience or benefit of residents of the territory affected. It will not enlarge their school privileges. They feel it to be very unjust to them, and protest against it with all their strength. To carry the order into operation will be to disturb present relations and force them into new ones, which they do not desire. It would not be at all strange if the ill feeling which would be brought into district No. 1 by the annexation would do it more harm than the added taxable property would do it good. In any event, I am not prepared to give sanction to the proposition that school districts should be changed only for the purpose of equalizing valuations. Perhaps it may properly be an element for consideration, but it should not be the controlling one. If districts are to be altered whenever, and only because one has more valuable property than another, the result would be a constant struggle for the annexation of such property, and the people and the school system would be endlessly involved in controversy in consequence of it.

This is against public policy, and as it is the essential, if not the only, ground upon which the change here in question was made, it cannot be sustained.

The appeal is sustained and the orders of August 6th and 14th, 1886, are set aside and declared to be of no effect.

No. 3530.

JAMES McCABE, from the Action of a District Meeting of School District No. 3, Kingston, Ulster County, N. Y., in Electing James Ryan Trustee.

An appeal from the proceedings of an annual school meeting and the election of a trustee, will not be sustained, when not promptly taken, unless sufficient cause is shown for the delay.

(Decided November 13, 1886.)

This is a proceeding by an appeal taken by James McCabe, a resident and tax payer of school district No. 3, town of Kingston, Ulster county, New York, from the declaration of the chairman of the annual school meeting held August 31, 1885, declaring James Ryan elected trustee for the term of three years, and asking for the removal of said Ryan from the office of trustee.

This appeal should have been taken, if at all, within 30 days from the date of the alleged election of the respondent. When a person claiming to be elected has entered upon the discharge of the duties of the office of school trustee and has served a year, there should be some other ground of complaint upon which to remove him than a mere defect in the manner of his election. I do not consider the appellant's reason for delay in taking the appeal sufficient to excuse it.

A person feeling aggrieved with the result of an election would not be likely to delay a year before ascertaining his rights. I am constrained to believe the appellant was not aggrieved with the declared result of the election in August, 1885, or within 30 days thereafter, but rather since that time and nearly or quite a year thereafter.

I do not feel justified in entering into an examination of the merits of this appeal in view of the facts stated.

The appeal is, therefore, dismissed.

No. 3517.

ASA BISHOP from an Order of Leonard Davis, School Commissioner of the Third Commissioner District of Ulster County, New York, filed April 14, 1886.

Formation of weak school districts will not be upheld when it is made to appear that the best interests of education do not warrant it.

(Decided November 16, 1886.)

This is a proceeding by Asa Bishop, a taxable inhabitant and legal voter of school district No. 9, in the town of Olive, in the county of Ulster, appealing from an order of Leonard Davis, school commissioner of the third commissioner district of Ulster county, forming a new school district in the town of Olive, in said county, and altering school districts Nos. 6, 8 and 9 in said town.

The grounds of the appeal are:

1st. That the formation of the new district is not desired by the majority of the inhabitants and tax payers who are included in the new district.

2d. That the districts from which the territory and tax payers

have been taken to form the new district are not sufficiently strong to sustain such loss without consequent injury to the school interests in those districts.

3d. That when the commissioner granted the said order he was misinformed to as the wishes of the voters of the districts.

4th. That the consent of the trustees of school district No. 8 was obtained by misrepresentation.

5th. That school district No. 8 has been recently provided with a new school-house, and the district taxed therefor, and the tax payers of district No. 8 who are included in the new district object to being included and compelled to again contribute toward the building of a new school-house.

An answer has been duly served which controverts certain allegations of the petition on appeal.

But from all the proofs presented I am led to believe that at best but a weak school district has been formed by the order appealed from, and that the best interests of the people would not be subserved by weakening districts Nos. 6, 8 and 9 both in taxable property and the number of school children as the order in question does.

I sustain the appeal, and overrule the order of School Commissioner Leonard Davis filed on or about April 14, 1886.

No. 3527.

JOHN H. KEELER *v.* CHARLES H. IDE, School Commissioner of the Second Commissioner District of Erie County, N. Y.

In forming a new district, the confirmatory order should be identical with the terms of the original order.

But a person who secures a slight modification of an order and gives his acquiescence to such modification, is not in a position to question the validity of the confirmatory order because of such modification.

(Decided November 17, 1886.)

This is an appeal from the order of Charles H. Ide, as school commissioner of the second commissioner district of Erie county, N. Y., in making an order, dated the 16th day of July, 1886, forming a new school district out of parts of district No. 4, in the town of Hamburg, and district No. 3, in the towns of Evans, Eden and Hamburg, and also from an order made by the said school commissioner, together with the supervisor and town clerk of the town of Hamburg, made upon the 27th day of July, 1886, confirming the first-mentioned order.

Substantially the only ground upon which the appeal is taken is, that the order of the 27th of July was not identical in its terms with the order which it sought to confirm. It modified the boundaries of the new district in a slight particular. The appellant insists that

this is fatal to the proceedings. Ordinarily, it would be, but the fact is made clear to me that the modification was made in the interest of and for the sake of satisfying the appellant, and in the belief that it would prevent farther controversy. The appellant was present at the hearing held by the commissioner, supervisor and town clerk, for the purpose of affording an opportunity to persons aggrieved to state their objections, and acquiesced in the modification so far as it went, but desired more of a modification. He is not now in a position to raise the question. The members of the board say that they would have confirmed the original order precisely as it stood, but for the sake of suiting the appellant so far as they reasonably could. He cannot be upheld in an effort to set aside the action of the board only because of a slight modification which he himself desired.

No. 3539.

CYRUS COLLINS and others, from the action and proceedings of the annual school meeting held August 31, 1886, in district No. 8, town of Whitehall, Washington county, New York.

MEETINGS.

Proceedings of an annual meeting will be set aside, and a special meeting will be ordered when it seems that the trustee who called it to order arbitrarily prevented it from selecting whomsoever it would for presiding officer, and where the proceedings are shown to have been so turbulent and disorderly as to prevent a free expression of the will of the legal voters present.

(Decided November 20, 1886.)

This is an appeal by Cyrus Collins and others, residents and tax payers in school district No. 8, town of Whitehall, Washington county, New York, from the proceedings of the annual school meeting held in said district August 31, 1886.

The appellants' allegations are substantially as follows :

That the meeting was called to order by the trustee whose term of office would expire by the election of a successor at such annual meeting; that said person nominated his brother for chairman; that many persons not qualified to vote at school district meetings were in attendance at said annual meeting; that duly qualified voters demanded that the house be divided to ascertain who were qualified voters before a vote for chairman was taken; that this was refused by the trustee, who called for the "ayes" on the selection of the chairman, but did not call for "noes," and thereupon declared his brother elected chairman; that this action precipitated great confusion, tumult and disorder, and that it became impossible to secure an intelligent vote in consequence; that Charles Chapman was nominated for trustee, and the nomination was seconded, and the chair

refused to put the nomination to a vote ; that subsequently the nomination of the present incumbent was made for trustee, and amidst confusion and excitement, the chair took a vote by ayes and noes, and declared him elected ; that appeals from the decision of the chair, calls for a ballot and for a division of the house were disregarded and not heeded ; that in the excitement the district clerk, who was engaged in keeping the minutes of the meeting, abandoned his post, and left the meeting ; that before the close of the meeting at least two-thirds of the tax payers, voters in said district, withdrew.

The respondent, Warner MacFarran, answers and alleges as defects in the appellants' case, as presented, that appellants ask for no specific relief ; that because of the allegations of appellant the appeal should be dismissed ; that there is no allegation that illegal votes were cast at the meeting, nor did any unqualified persons take part in the proceedings of the meeting ; that there is no allegation that respondent did not receive a majority of the votes of legal voters of the district present at the meeting ; that respondent was properly declared elected trustee ; that there is no allegation that the confusion was created by friends of the chairman and respondent ; that it is the practice of the Department of Public Instruction to dismiss appeals when allegations of appellant are vague and uncertain ; that there is no allegation of any grievance or injury whatever ; that certain of the appellants are not tax payers, although some of them are.

The respondent admits that he called the annual school meeting to order, but denies that he nominated his brother, Seth MacFarran, for chairman, but avers that a legal voter did, and that the nomination was duly seconded, and that respondent put the nomination to a vote ; that he called for the ayes, and that there seemed to be an almost unanimous response ; that he then called "contrary," and there being no negative votes, he declared Seth MacFarran elected chairman. He denies that there was a call for a division of the house at the time stated, as alleged by appellants, and that such demand was not made until after the election of chairman and trustee ; he denies that any other person than himself was nominated for trustee at said meeting. He claims that on the vote by ayes and noes, the ayes had a decided majority, and he was declared elected ; and that certain of the appellants made the disturbance by walking, shouting and calling for a division of the meeting on chairman, trustee and clerk ; that soon after certain of the appellants left, and order was restored ; that the confusion had become so great that the respondent, although he attempted to do so, could not read his report as trustee until said parties had left the meeting ; that as respondent is informed and believes, none but legal voters took part in the meeting ; that the proceedings were regular and in order, except as interrupted by the appellants.

Respondent asks that the appeal be dismissed.

This appeal presents a state of affairs which should never exist at any school meeting. It is surprising that orderly school meetings

cannot be held, particularly as the principal officers to be elected are chosen to fill positions of trust and without compensation. From all the statements before me on this appeal, I find many direct contradictions. On the side of the appellants I have the sworn statements of thirteen persons. On the other side, the sworn statement of the acting trustee and of the person, the validity of whose election and acts are questioned by this appeal. But I do not allow this single fact to determine the case. It is clear from the statements on both sides, that the annual meeting was disorderly; that no vote was taken by which a fair decision could be arrived at, either by ballot, division of the meeting or by a roll-call of the legal voters. The respondent called the meeting to order, and if he and his friends were in such an undoubted majority as he avers, it would at least have been wise (as some opposition was manifested) to have taken such a vote as would have shown the sense of the meeting clearly and beyond dispute.

If the respondent and the other officers who are alleged to have been elected are the choice of the voters entitled to vote at school meetings, they can establish the fact at another meeting called for that distinct purpose. A school meeting, held under the circumstances as above set forth, should not be upheld.

I, therefore, set aside the proceedings of said annual meeting, and direct that a special meeting be held to transact the business of the annual meeting, within fifteen days from the date of this order, and that the last acting district clerk shall proceed to give the notices of such meeting, as provided by law.

It is further directed that School Commissioner William H. Cook, of commissioner district No. 2, of Washington county, to attend such meeting, call the meeting to order and preside until a chairman is elected.

No. 3542.

LEANDER COLE v. THE TRUSTEES, ETC., OF SCHOOL DISTRICT No. 1 OF THE TOWNS OF ROXBURY, PRATTSVILLE, CONESVILLE AND GILBOA, IN THE COUNTIES OF DELAWARE, GREENE AND SCHOHARIE.

MEETINGS.

The proceedings of a district meeting, properly called and conducted in an orderly manner, changing a school-house site, will not be disturbed, unless it is made to appear clearly that the site selected is unsuitable or would not be convenient to the greater number of patrons.

But little weight can be given to the statement of a public officer made for the purpose of impeaching his own official act.

(Decided November 24, 1886.)

This is an appeal by Leander Cole, a resident and tax payer, against the action of the district meeting held September 9, 1886,

in joint school district No. 1 of the towns of Roxbury in Delaware county, Prattsville in Greene county, and Conesville and Gilboa in Schoharie county, in voting to change the site of the district school-house.

There is no allegation against the regularity of the proceedings. The school meeting was regularly convened. Due notice was given to all, and it seems that all of the duly qualified voters of the district were present at the meeting. It is said that the resolution changing the school-house site was taken inconsiderately, but it is shown to have been under discussion some three-quarters of an hour. The proposition to change the site has since received the approval of the supervisors of the four towns in which the district is located. One of these supervisors makes affidavit, in which he swears that he gave his assent under a misunderstanding of the circumstances, and regrets that he did it; and one or two of the others are alleged to have made statements somewhat in the same direction. It is impossible to give much weight to such statements on the part of a public officer, made for the purpose of impeaching his own official act, and there seems to be no reason why the action of the meeting should be set aside on this account. The main question for me to determine is, whether the change in the site will be to the convenience of the greater number of patrons of the school or not. The statements of the respective parties upon this subject are exceedingly contradictory. It must be assumed that the majority of legal voters assembled in a school meeting will locate the school site at the point which is best calculated to promote the convenience of the greater number in the district. Before the Department will be justified in overturning the action of the majority, it must have clear proof to the contrary. There is no such clearness of proof in this case. The new site has been conveyed to the district free of cost. It is said to be not more than fifty-six rods from the old site. There is considerable proof that the old site is not a suitable one for a school-house, being surrounded by the forest and not in sight of any house, and dangerously near a high precipice overhanging the Schoharie creek, while the new site is said to be removed from the precipice and in sight of three residences. In all sparsely settled school districts some people must be farther from the school than others, and be inconvenienced by the long distance which their children are obliged to traverse. That is undoubtedly true in this case; but the proofs do not show that the greater number are put to increased inconvenience by this change, while I think that it is proved that the proposed site is more suitable for school purposes than the old.

I am unable to sustain the appeal, and it will be dismissed.

No. 3543.

CHARLES W. RODMAN, GEORGE N. GARDINER AND EDMUND SHERER, Trustees of School District No. 25 of the town of Hempstead, Queens county, v. THOMAS H. CLOWES, ROBERT SEABURY, JOHN B. MESEREAU AND HENRY POWELL, Trustees of District No. 1 of the town of Hempstead.

APPORTIONMENT OF SCHOOL MONEYS.

In a school district in which a branch school has been maintained, and subsequently that part of the district where the patrons of the branch school reside is formed into a separate district, so much of the public moneys apportioned to the old district upon the statistics of the branch school will be ordered paid to the new district.

Taxes levied and collected before the formation of the new district will not be so apportioned.

There is no provision of law for a division of common property when a new district is set off from an old one.

(Decided November 30, 1886.)

STATEMENT.

Prior to April, 1885, the village of Garden City constituted a part of school district No. 1 of the town of Hempstead, Queens county. On the 20th of April, 1885, the Legislature passed an act making the village of Garden City a separate school district, to be known as district No. 25 of the town of Hempstead. No meeting was held for the purpose of electing officers and organizing the new district until August 11, 1885. For several years prior to this, district No. 1 had maintained a school at Garden City, and, notwithstanding the act of the Legislature in April, this was continued and supported at the expense of district No. 1 till the end of the school year. At the close of the school year 1884-5, district No. 1 reported the maintenance of the school at Garden City during the preceding year, and in the annual apportionment of school moneys in the school year 1885-6 said district received such sum as would be payable in consequence thereof, while the new district, No. 25, received nothing. District No. 25 brings the matter before this Department, and demands that district No. 1 shall be required to pay to it such sum of money as was apportioned to it in consequence of the maintenance of a school at Garden City during the preceding school year.

It also appears that in February, 1885, the board of education of district No. 1 levied a tax of fifteen cents on the hundred dollars, which amounted to the sum of \$1,351.35, of which sum Garden City paid her proportionate share, which was \$229.20. Having parted company, Garden City now thinks and demands that the part which she has paid of this tax should be paid back to her.

Again, chapter 591, Laws of 1870, provides for the distribution to the several school districts of the town of Hempstead of a certain portion of the income of a fund which has arisen from the sale or

rental of common lands of the town, and directs that such distribution shall be calculated and determined "in the same manner, and upon the same basis as the public school moneys of the State are apportioned." After Garden City became a separate school district, and before the commencement of this proceeding, there were two of these apportionments; the first for the six months ending November 1, 1885, and the second for the period ending May 1, 1886, and at each time the sum of \$6,000 was distributed. Of these apportionments from this trust fund district No. 25 received only such an allotment as was based on school population, and nothing on account of "pupil attendance" or the "district quota," that share going to district No. 1, pursuant to the school reports made at the close of the school year ending August 20, 1885. District No. 25 demands that district No. 1 shall be directed to pay over to her such sums as she received from these two distributions from this fund on account of the maintenance of a school at Garden City during the preceding school year.

District No. 1 resists these several demands with energy. The trustees of that district in answering say that the school which they maintained at Garden City was only a branch of the school at Hempstead, and that they were not obliged to open it, and that it was done only for the convenience of the former place, and that the report which they made at the end of the school year 1884-5 was such as they were required to make by law, and that the school moneys based upon such report which they have received are such and only such as the law gives them. In relation to the tax collected in February, 1885, of which district No. 25 demands that the share which it paid shall be paid back, they say it was levied to meet current expenses for the ensuing year, and that Garden City received back her share in school privileges. They urge, also, that when a new district is set off from an old one, the property of the old district cannot be divided; that here the new district was set off at its own desire, and that it must support itself as best it can until the time when its school reports, made pursuant to law, entitle it to share in public moneys. In illustration, it urges that when it opened the school at Garden City it was obliged to maintain it the first year with no apportionment of public moneys based on the report of a previous school year, and that now this district must do the same.

OPINION.

The public moneys apportioned on or before the 20th day of January in each year, are intended for teachers' wages for the school year in the middle of which the apportionment is made. The apportionment is made upon the school statistics for the preceding school year, for the reason that that is apparently the most reasonable basis for a general apportionment. Ordinarily, when a new district is set off, it is impossible to make any allotment to it during the first year of its existence, because there is no preceding year's

statistics for a basis. That is not so in this case. The school at Garden City had been in operation for years. It had an individuality of its own. For statistical purposes it was the same school, was as perfectly and completely organized and was as separate and distinct from the Hempstead school before the new district was erected as afterward. Its register of attendance for the year 1884-5, kept as required by law and duly verified, is produced here. It shows that school was kept more than 28 weeks. Here is the basis upon which to determine what amount of public money belonged to it, equitably at least, for the year 1885-6. There can be no doubt but that any new district is, in equity, entitled to share in the State school moneys, even during the first years of its organized existence. The difficulty is that the means of determining how much it should have are usually wanting. That difficulty does not exist in this case. District No. 1 received at the apportionment in 1886 more than it was entitled to for the year 1885-6, and district No. 25 received less than its share, because the Garden City statistics were included in the report of district No. 1 at the close of the preceding year. This being so, and there being at hand the data from which to determine, with exactness, *how much* was paid to No. 1, which should, in fairness, have been paid to No. 25, the matter should be set right if there is lawful authority for so doing.

The State school moneys are apportioned by the Superintendent of Public Instruction in the manner provided by title 3 of the Consolidated School Act of 1864. It was impossible to provide by statute for all exigencies which might arise, and it was necessary to vest some discretion in the Superintendent for the purpose of meeting exceptional cases. For instance, section 10 of title 3 directs the Superintendent to make a special apportionment to a district which has been excluded from participation in the general apportionment by reason of its failure to comply with some provision of law or requirement of the Department when such omission was accidental or excusable. Section 11 authorizes him to withhold from any district in a subsequent apportionment any sum which has been given to it in excess of what it should have had at a prior apportionment. Section 12 provides that "if a less sum than it is entitled to shall have been apportioned by the Superintendent to any county, part of county or school district, the Superintendent may make a supplementary apportionment to it of such sum as shall make up the deficiency, etc. Reading the different sections together and having in view the general plan of apportionment which the Legislature was setting in operation, it is manifest that it was intended to clothe the Superintendent with authority to meet and adjust an inequality like the one here presented. Although the precise question here involved has never before been passed upon by the Department, the general authority requisite to meet it has always been exercised by it.

I shall, therefore, direct that district No. 1, Hempstead, pay over to district No. 25 such sum as it received in the apportionment of 1886, on the basis of the Garden City statistics; or, in case of failure

to do so before the apportionment of 1887, that the same be deducted from the allotment to No. 1, and added to that of No. 25.

The demand of district No. 25, that it be repaid so much of the tax levied in February, 1885, as was paid by Garden City, must be denied. This tax was raised before district No. 25 was set off. It was used in part at least, to meet common expenses in which was included the expense of the school at Garden City. What was not so used, was district property at the time of the separation. There is no provision of law for the division of common property when a new district is set off from an old one, and in the nature of things there cannot be.

There is some reasonable question of the power of this Department to correct the apportionment of the local trust fund applicable to school purposes as provided by chapter 591 of the Laws of 1870. The appellants cite section 17, title 3 of the Consolidated School Act which treats of trusts for school purposes, and provides that "the Superintendent of Public Instruction shall supervise and advise the trustees, and hold them to a regular accounting," etc. On the other hand, it is urged that the special act governing this particular fund takes it out of the provisions of the general statute. It is not necessary to determine this question at present, at least. The board of town auditors of Hempstead have, as yet, committed no error. They have complied with the law and followed the State apportionment. It is fair to assume that they will continue to do so, and will make the correction which the State now makes, and it will be time to consider what course must be taken for relief in that direction when it shall have become certain that some steps are necessary.

It is accordingly ordered that the board of education of district No. 1, Hempstead, pay over to district No. 25, Hempstead, known as the Garden City district, the sum of \$66.12, the same being the amount of one district quota apportioned to No. 1, Hempstead, in the annual apportionment made by the Superintendent of Public Instruction to January, 1886, and reapportioned by the school commissioner of the second commissioner district of Queens county, in March, 1886, for the year 1885-1886, on the basis of one duly qualified teacher employed for the legal term of school in the Garden City school for the school year beginning with August 21, 1884, and ending August 21, 1885; and such further sum as shall be certified by the said school commissioner that district No. 1, Hempstead, received for the Garden City schools for the year 1885-1886, on the basis of the number of resident children, the average daily attendance of such children, and for libraries, for the school year 1884-1885. But in the event of there being no moneys in the hands of the board of education of district No. 1, Hempstead, or under their control, and available for this purpose, then the said school commissioner shall deduct for district No. 25, Hempstead, in the annual apportionment to be made by him in March, 1887, from the school moneys to be apportioned to said district No. 1, for the year 1886-1887, the total amount of public school money said dis-

trict No. 1 received for the Garden City school in the annual apportionment of 1886, and apportion the same to district No. 25, together with the amount that No. 25 is to receive for the year 1886-1887.

No. 3548.

JOSEPH W. ROOD, from the Proceedings of District Meeting held in District No. 16, town of Pomfret, Chautauqua county, N. Y., September 23, 1886.

No. 3549.

In the Matter of the Appeal of JOSEPH W. ROOD, from the Proceedings of District Meeting held in District No. 16, town of Pomfret, Chautauqua county, N. Y., October 5, 1886.

PENDENCY OF APPEAL DOES NOT STAY PROCEEDINGS.

Committee to purchase site. District meeting cannot delegate the authority to determine a site.

Proceedings of a district meeting will not be set aside for the reason that the records of the meetings were not properly kept. There must be specific acts complained of, and it must appear that there has not been opportunity for an expression of the will of the district, or that it has been thwarted.

(Decided December 15, 1886.)

Two appeals are here presented, the first being an appeal by Joseph W. Rood, a resident and taxable inhabitant of school district No. 16, in the town of Pomfret, Chautauqua county, whereby the appellant seeks to have the proceedings of a district meeting, called by School Commissioner E. J. Swift, upon the formation of the said district, and held September 23, 1886, set aside upon the following grounds, viz.: That the district is illegally organized; that the pendency of an appeal taken in 1877, from the refusal of a former school commissioner to form the district operates as a stay, and prevents the formation of the new district; that a pending appeal from the action of the present commissioner, E. J. Swift, in forming said district, stays all proceedings, and the first meeting could not legally be held pending such appeal; that the meeting was not properly conducted; that certain district officers were not properly chosen; that other irregularities occurred in the conduct of said meeting. The respondents present several affidavits in answer to the appellant's affidavits, and controvert many of the allegations.

By the second appeal the appellant seeks to set aside the proceedings of a district meeting held in said school district No. 16, on the 5th day of October, 1886, upon the following grounds: That the district is illegally organized and established as stated in the former

appeal; that no person had a right to call said meeting; that the record of the meeting is defective, among other defects failing to show the time and place of meeting; that the action of the meeting held October 5, in selecting a committee to procure a site for a school-house, was illegal. The appellant's allegations upon this appeal are also controverted by several affidavits.

The several appeals from this school district and the character of the affidavits presented on both sides indicate a divided and unfortunate feeling among the people of the district upon school matters, which should not exist. Educational interests should not be allowed to suffer because of the quarrels and disagreements of the voters of the district. In a previous decision, I have sustained the action of the commissioner in forming this district. So much then of the appellant's ground of appeal is, therefore, disposed of, and the only questions left for consideration are those relating to the calling and conduct of the meetings of September and October. The first was properly called by the commissioner. The proceedings were not so orderly as they should have been, but it is rarely the case, where intense feeling has been engendered in a district that they are. The school district having been formed, it was next in order to elect district officers. This has been done, and to perfect the school organization and advance the interest of education, I have determined to overrule the appeals above entitled, except as hereinafter stated.

It is claimed that the records of the meetings were not properly kept. I regret that this is too often the case at school meetings. Carelessness and negligence are usually the causes of it. I would regard these appeals more favorably if the appellant had selected some particular action of the meetings for complaint, instead of making such general charges against every thing done and attempted to be done to form the district, select officers and provide for a school.

The delegation of power by the district meeting held October 5th, to a committee to select and purchase a site, is illegal. The statute does not authorize such a proceeding. The district meeting alone has the power to designate a school-house site, and so far as this action is concerned, the last above entitled appeal is sustained.

I have, therefore, reached the conclusion to dismiss the foregoing appeals, except so far as the action of the second meeting of the inhabitants of the district at which they attempted to delegate the power of selecting and purchasing a school-house site to a committee, and the appeal from that action is sustained. The trustee of the district is hereby directed to call a special meeting of the qualified voters of the district within thirty days from the date of this decision for the purpose of taking action upon the selection of a school-house site.

No. 3550.

WILLIAM N. CALLENDER from the Action of the Trustees of Joint School District No. 1, towns of Greenbush and East Greenbush, Rensselaer county, N. Y., in Levying and Apportioning a School Tax Upon an Illegal Valuation of Real Property in said District.

EQUALIZATION OF VALUES IN JOINT DISTRICTS.

Supervisors have no power to change the values as fixed in the town assessment-rolls. Their duty is to determine what proportion of a school district tax shall be paid by each town forming a joint district, so that relatively each shall pay the same.

Trustees, in preparing a tax list, *must* use the last town assessment-roll after correction by assessors.

(Decided December 24, 1886.)

This is an appeal by William N. Callender, a tax payer of the town of East Greenbush, Rensselaer county, N. Y., a portion of which town forms a part of joint school district No. 1, towns of East Greenbush and the village of Greenbush, which is a portion of the town of Greenbush, in the county aforesaid, from the action of the supervisors of the said towns in assuming to change the assessed valuations of property from the valuations placed thereon by the respective town assessors, and from the action of the trustees of said district in using as a basis of valuations of real property the tax-roll of the assessors of the town of East Greenbush for the year 1885, as altered by said supervisors, instead of the assessors' last roll, which was filed in 1886, and asking to have said assessment and the apportionment of school taxes for said district thereon and the warrant dated December 2, 1886, which accompanies it, set aside, and the receiver of taxes of the village of Greenbush enjoined and stayed from enforcing the collection thereof. The errors alleged as above set forth are substantially admitted by the trustees, who appear as respondents herein. For the errors assigned, this appeal is sustained.

The supervisors and trustees in preparing the tax list, should have used the *last* assessment-rolls of the towns, after correction by the assessors, as the basis of valuation for the tax list. This, it appears, they did not do.

The supervisors of the towns composing this district had no authority under the law (§ 69, title 7, chap. 555 of the Laws of 1864), to change the valuation of any piece of real property appearing in said tax list as they assumed to do. Their duty under the law was simply to determine the basis upon which the respective town assessors had proceeded in determining values for their assessment, and if found not to be ratably the same, to determine what proportion of a school tax to be collected should be apportioned to each town. Having failed so to do, their action was manifestly irregular and illegal, and cannot be sustained.

I, therefore, sustain the appeal and set aside the action of the supervisors in changing the assessed valuations, and the apportionment of taxes by the trustees made thereon, and the tax list upon which such apportionment was made.

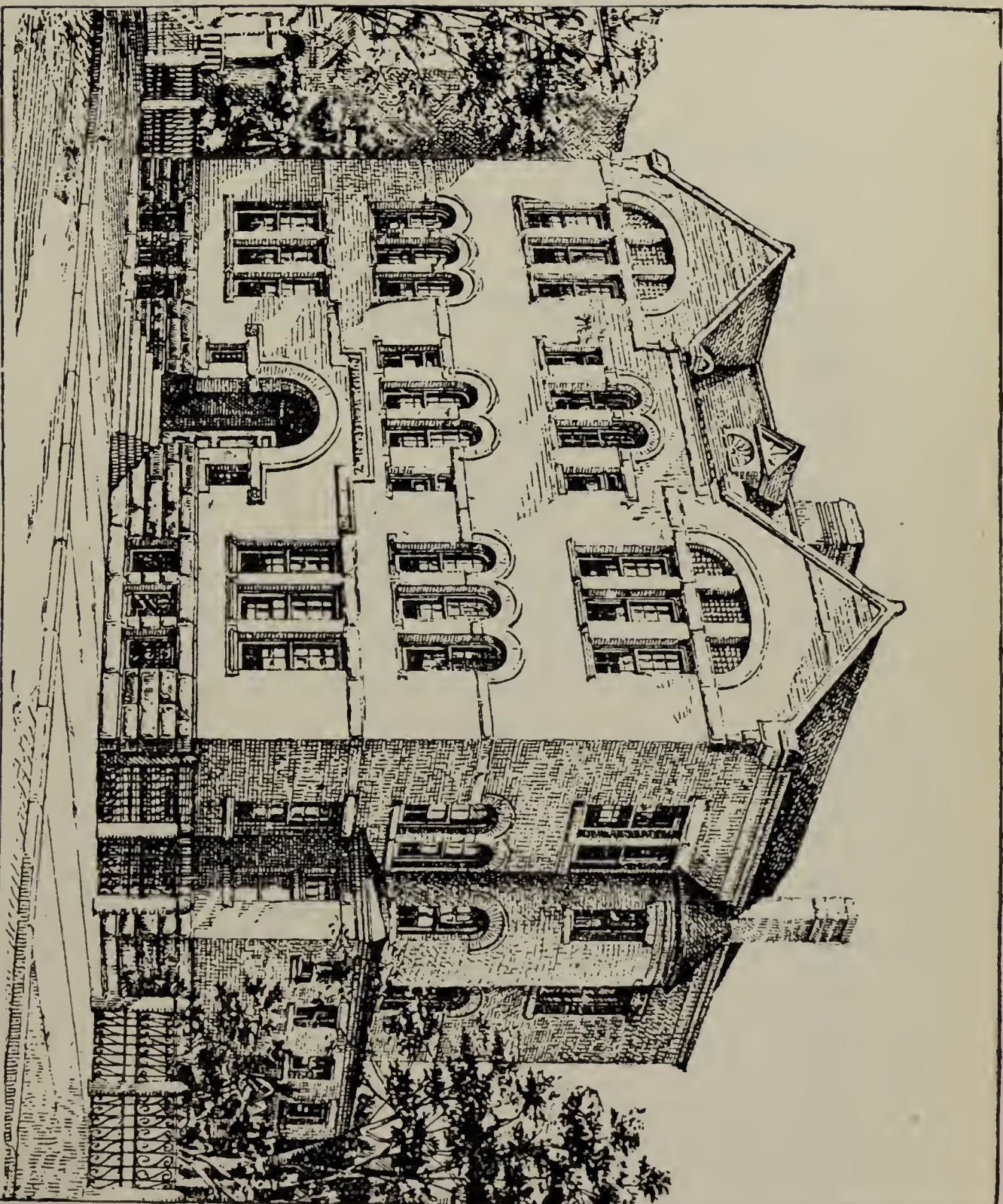
The receiver of taxes of the village of Greenbush is perpetually stayed and enjoined from the collection of the tax as at present apportioned ; and said receiver of taxes is hereby ordered and directed to refund all sums which may have been collected by virtue of the aforesaid warrant upon said tax list to the persons from whom the same were collected.

EXHIBIT No. 17.

NEW SCHOOL BUILDINGS,

ILLUSTRATIONS, PLANS, ETC.

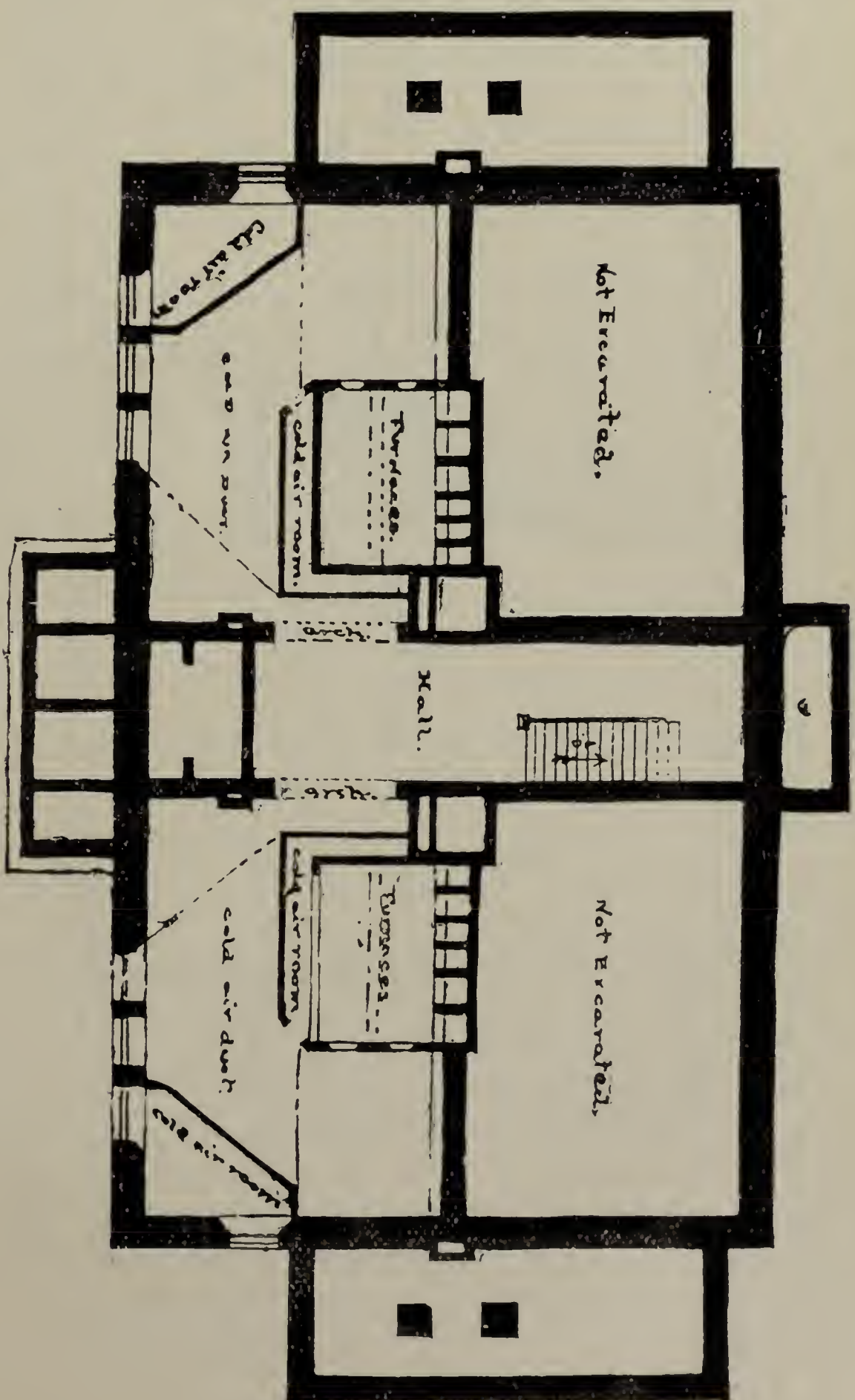
1. GRAMMAR SCHOOL No. 7, ALBANY.
 2. DISTRICT SCHOOL No. 7, SHORTSVILLE.
 3. NEW ACADEMY, NEWBURGH.
 4. MYNDERSE ACADEMY, SENECA FALLS.
 5. UNION FREE SCHOOL, RICHFIELD SPRINGS.
-



GRAMMAR SCHOOL NO. 7, ALBANY.

(See Report of Superintendent Charles W. Cole.)

Cost of Building, \$37,000.

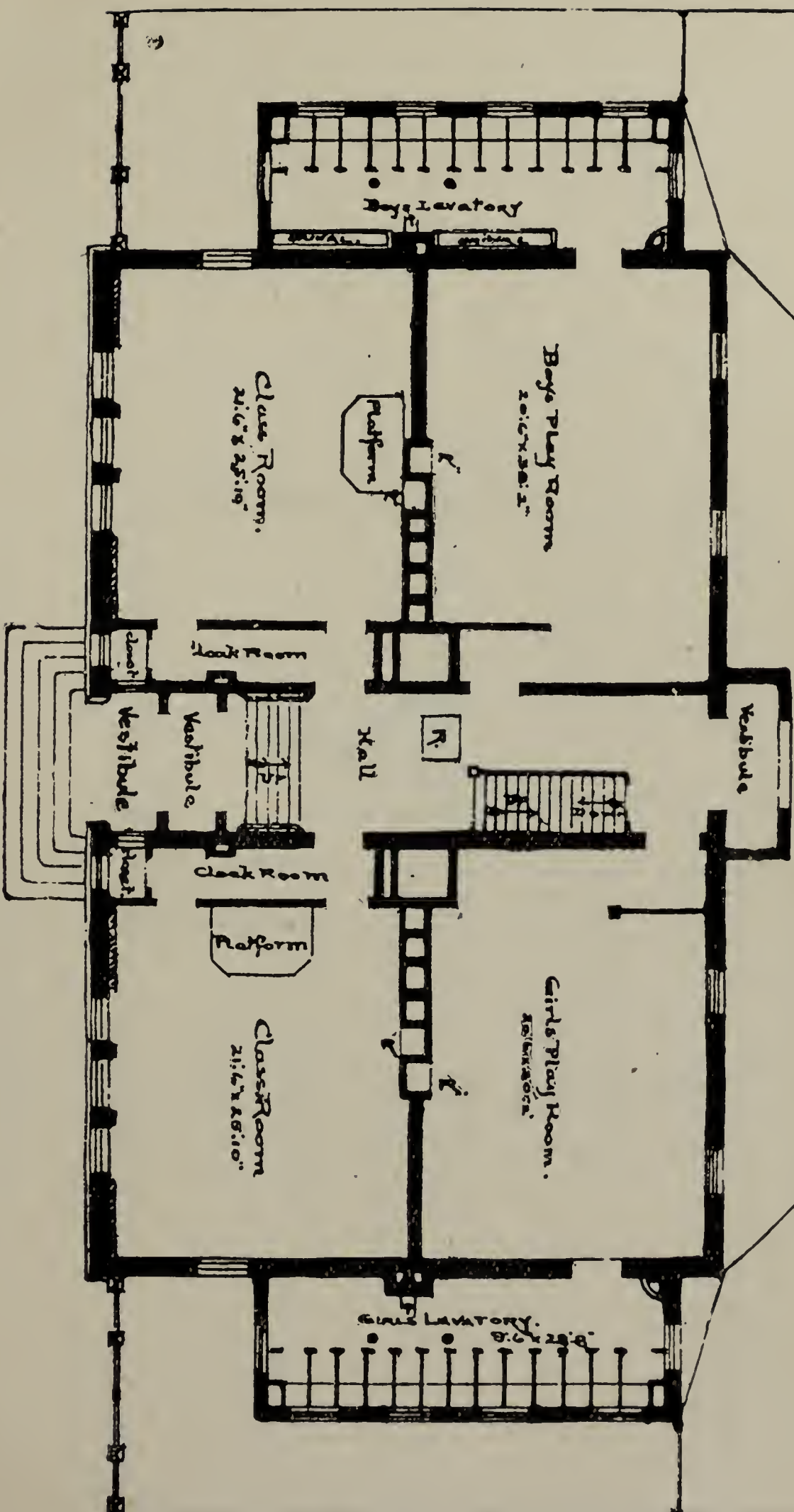


Basement Floor

GRAMMAR SCHOOL, NO. 7, ALBANY.

Retaining Wall.

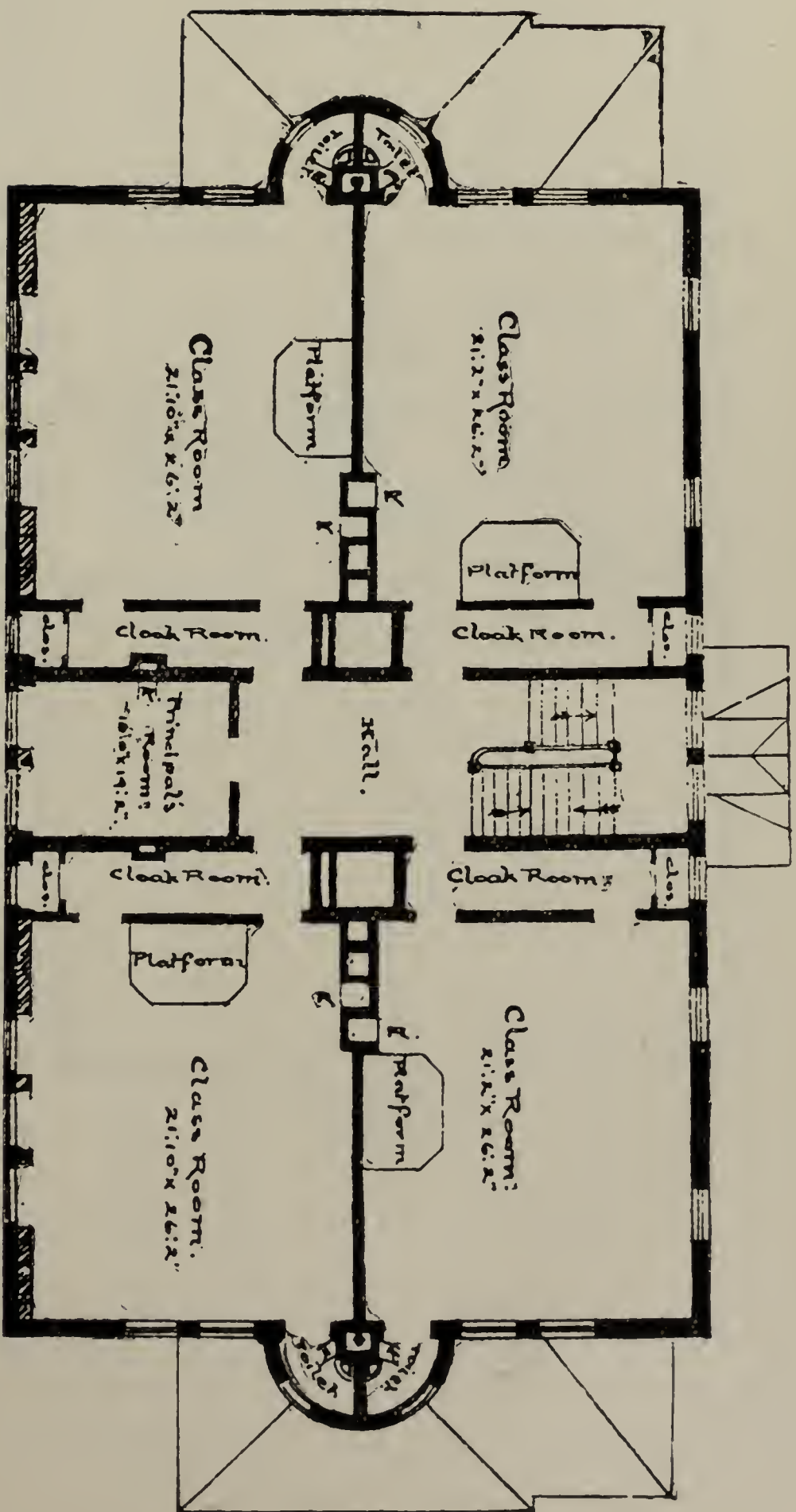
Yard.



First Floor

GRAMMAR SCHOOL NO. 7, ALBANY.

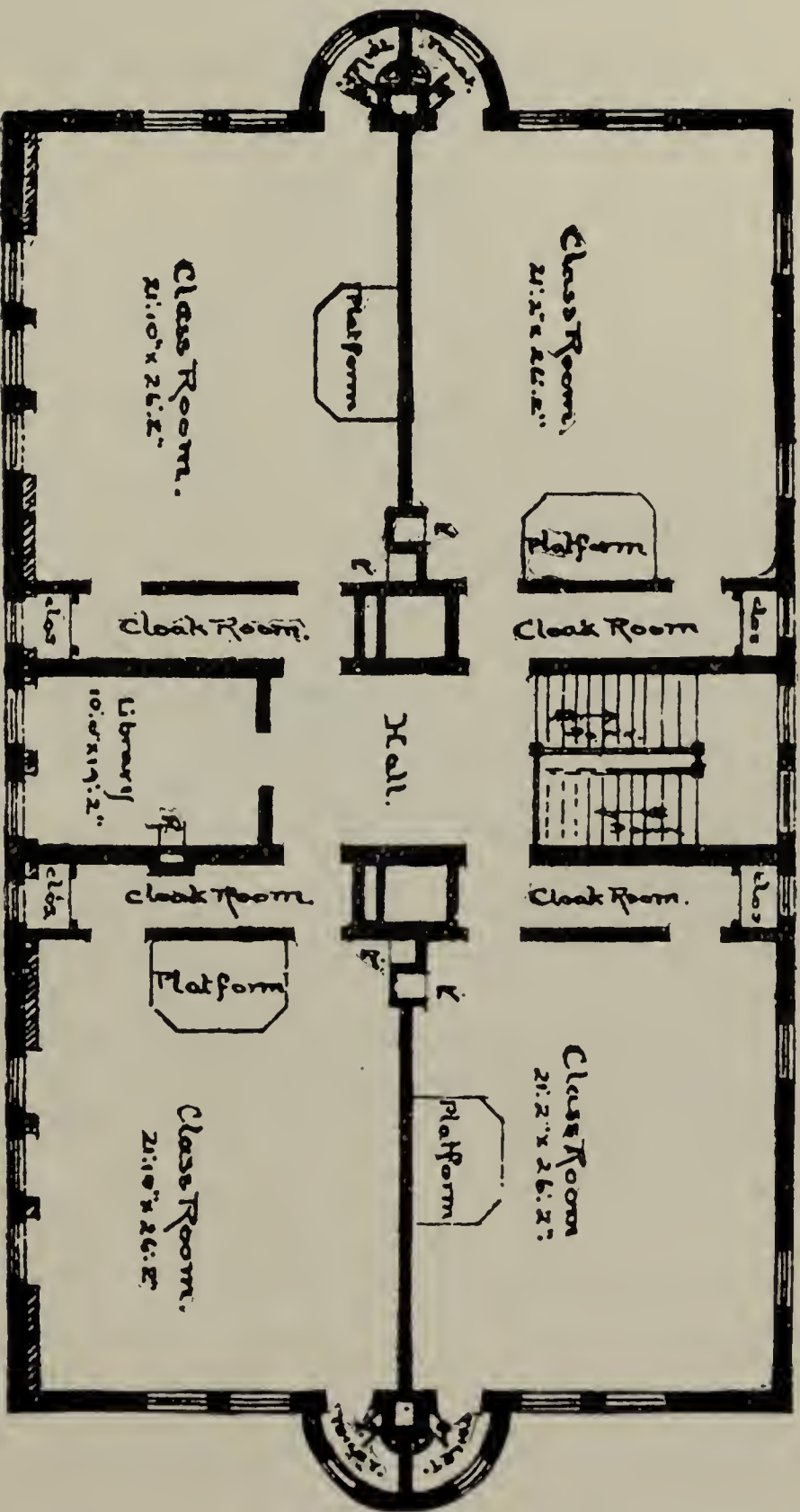
LIBRARY
OF THE
UNIVERSITY OF ILLINOIS



* Second Floor *

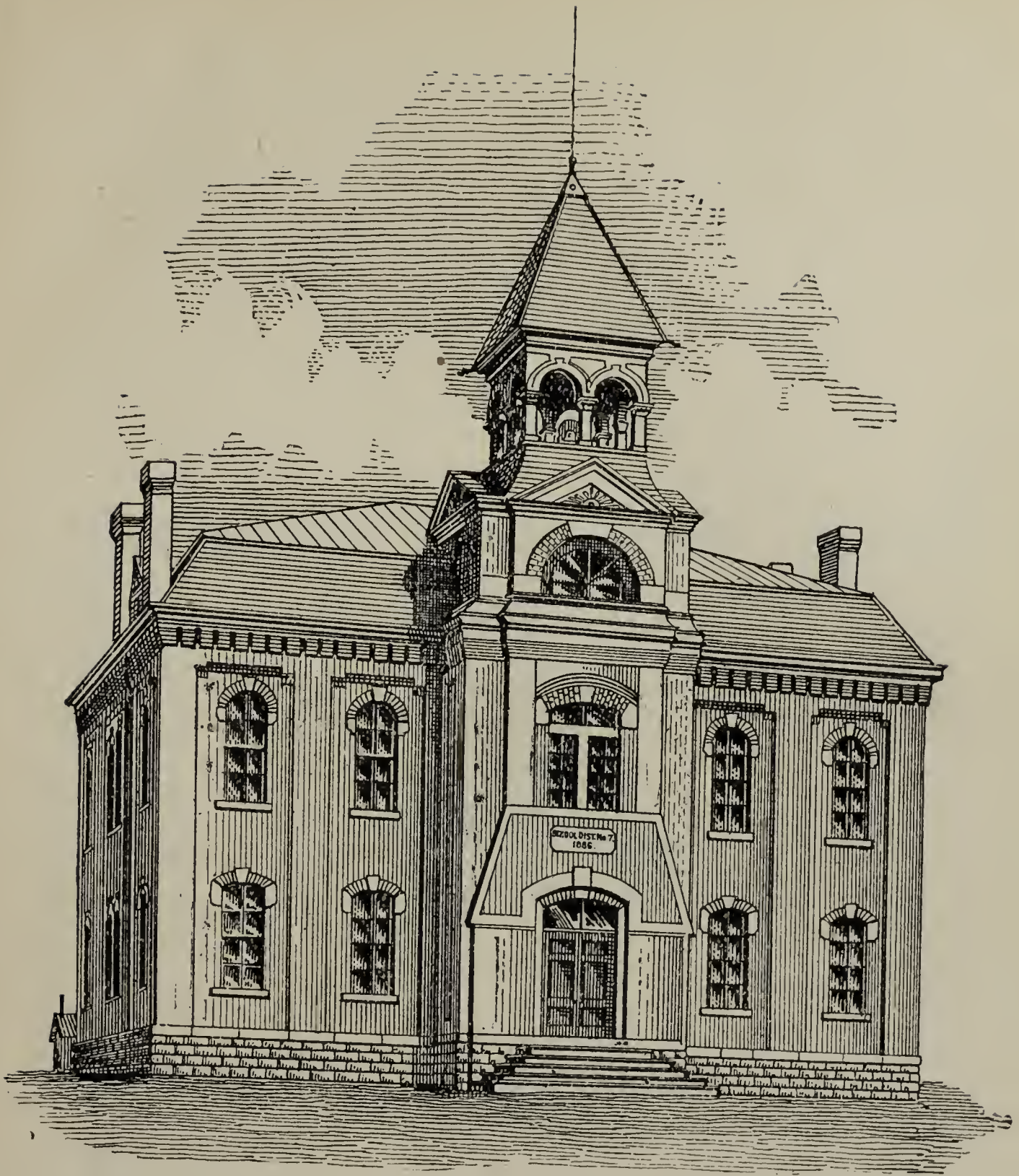
GRAMMAR SCHOOL NO. 7, ALBANY.

PROPERTY OF THE
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UNIVERSITY OF MICHIGAN



* Third Floor *

GRAMMAR SCHOOL NO. 7, ALBANY.



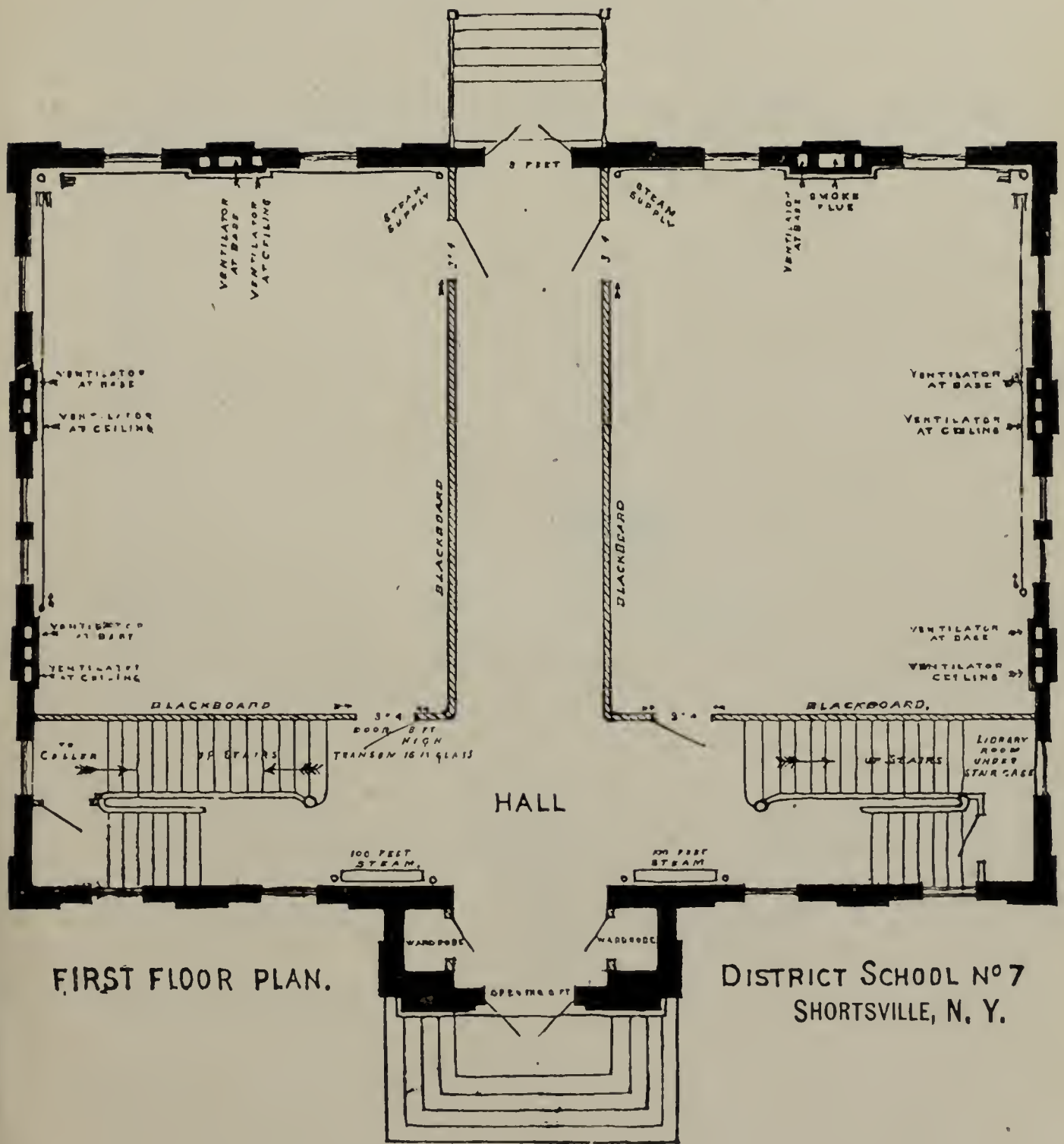
DISTRICT SCHOOL HOUSE NO. 7.

Town of Manchester, Ontario County, Village of Shortsville.

(See Report of Commissioner George V. Chapin.)

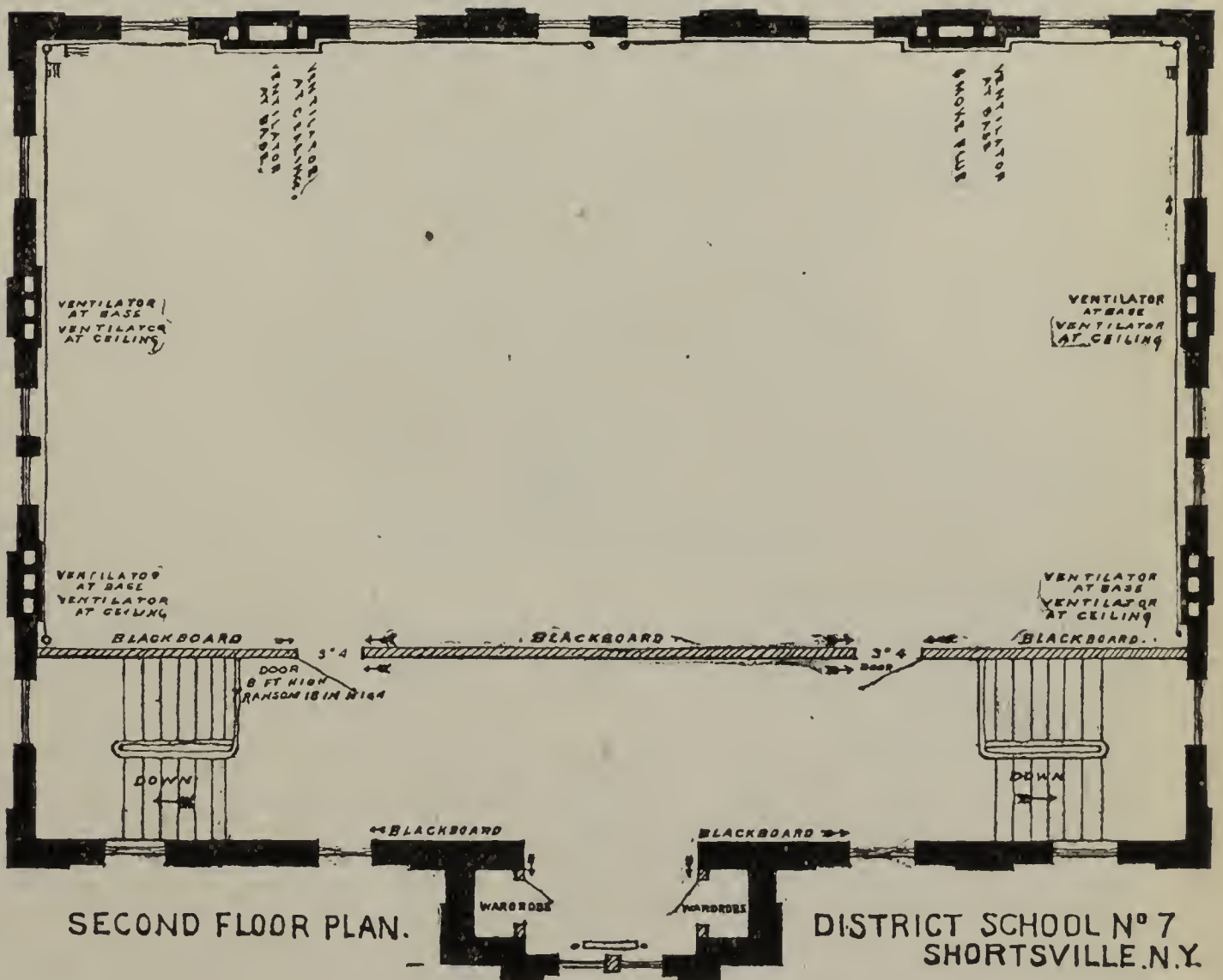
Cost of Building, \$10,000

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OF THE
UNIVERSITY OF MICHIGAN

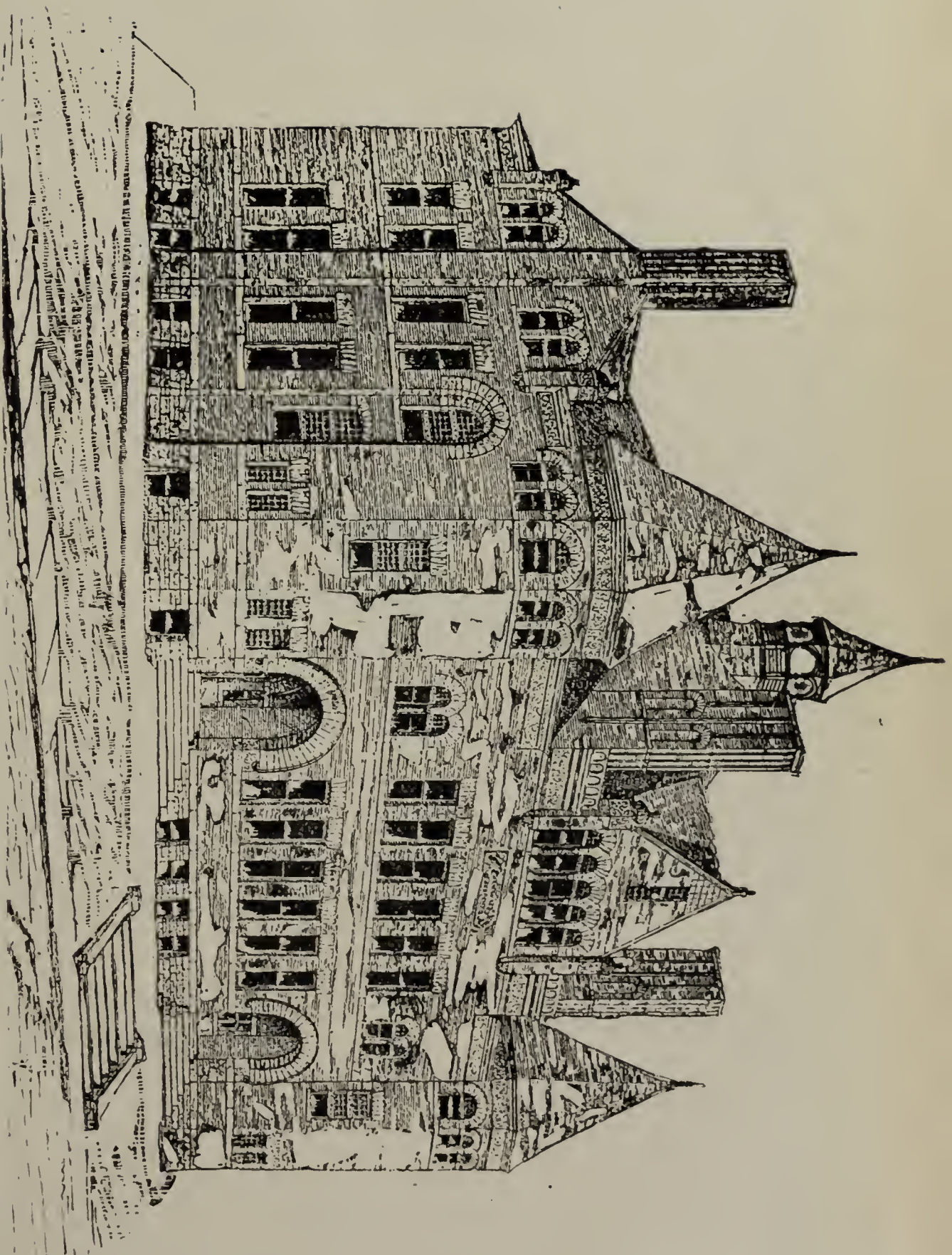


FIRST FLOOR PLAN.

DISTRICT SCHOOL NO 7
SHORTSVILLE, N. Y.



UNIVERSITY OF CALIFORNIA
LIBRARY



NEW ACADEMY AT NEWBURGH, N. Y.

(See Report of Superintendent John Miller.)

From a drawing by Frank E. Estabrook.

Cost of Building, \$68,000.

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MYNDERSE ACADEMY.

Seneca Falls. N. Y.

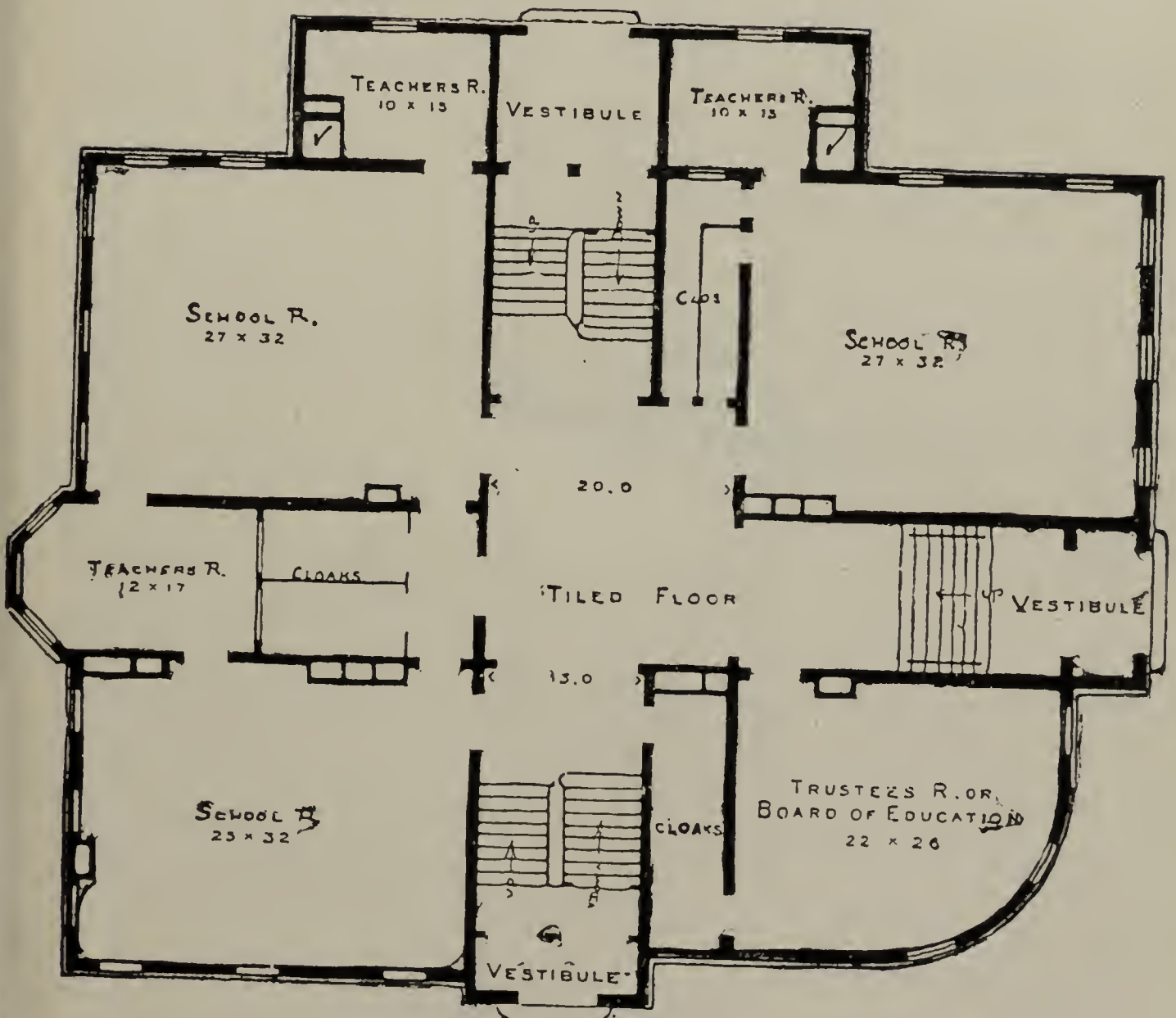
Cost of Building, \$30,000.

MYNDERSE ACADEMY OF SENECA FALLS.

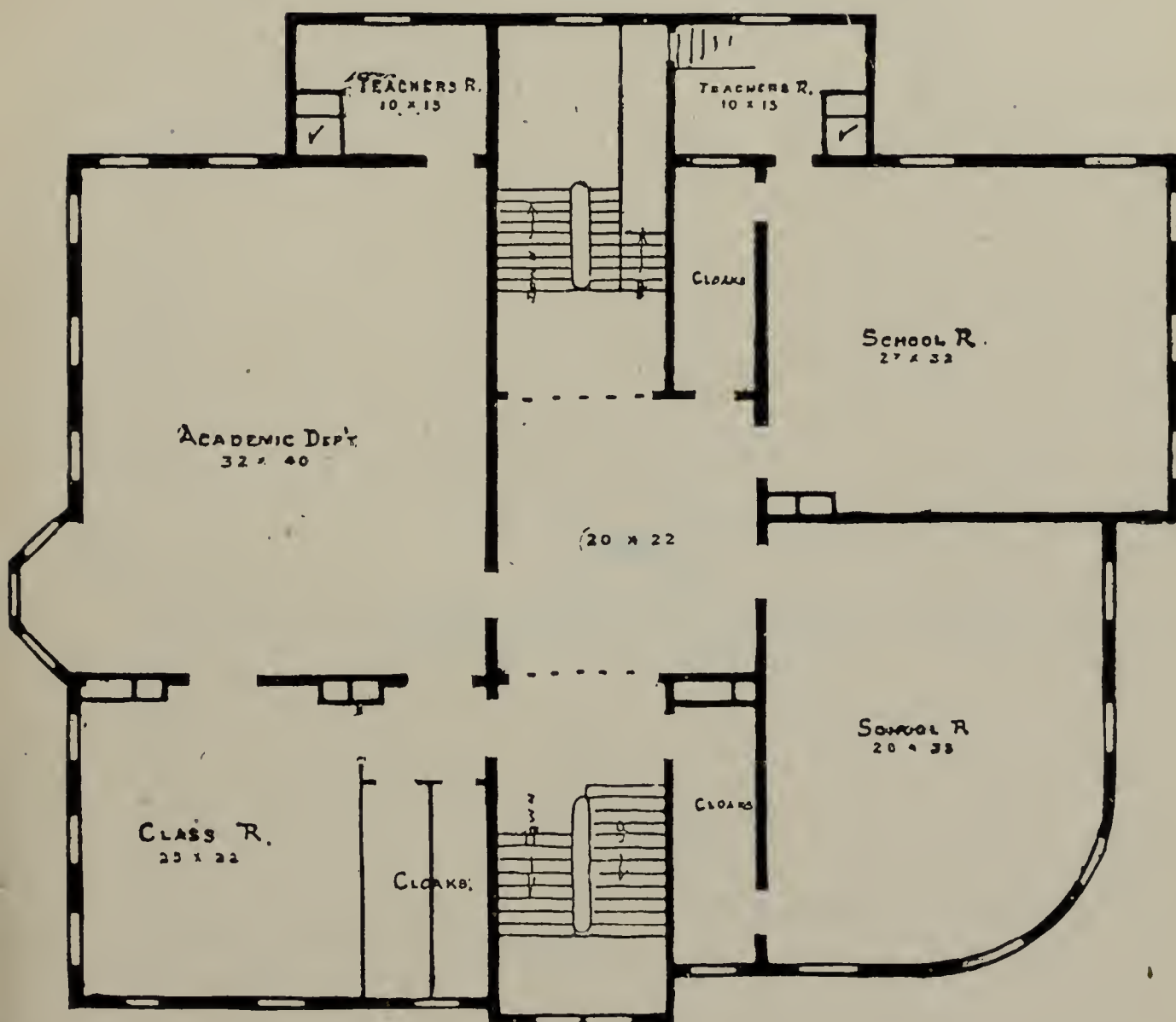
DESCRIPTION OF BUILDING.

This building was erected in 1885-6, from plans of Louis F. Rogers & Co., architects of Rochester. The partitions are mainly of brick ; the exterior is of brick, painted, and also has Berea (Ohio) stone trimmings. The basement walls are faced with blue limestone, ashlar, in courses. The building is provided with ample stairways and means of egress and ingress, and has three large doorways, the principal one being through the tower of the front. The heating and ventilating apparatus is located in the basement, and all of the water-closets and drainage was outside of the basement walls of the building. The hallways are lined with buff pressed brick over a red pressed brick dado. The hall floor of the first story is laid in marble tile. The first story contains four large rooms, three teachers' rooms, and five wardrobes (or cloak-rooms). One of the rooms is devoted to a meeting-room of the board of education. The second story contains four large rooms, two teachers' rooms, and four wardrobes, one of the rooms being large for the accommodation of the academic department, and one room connected therewith for a cloak-room. The third story contains a large assembly hall with large stage and three ante-rooms, one school-room and a library.

The academy was dedicated with appropriate ceremonies on Tuesday evening, August 31, 1886.

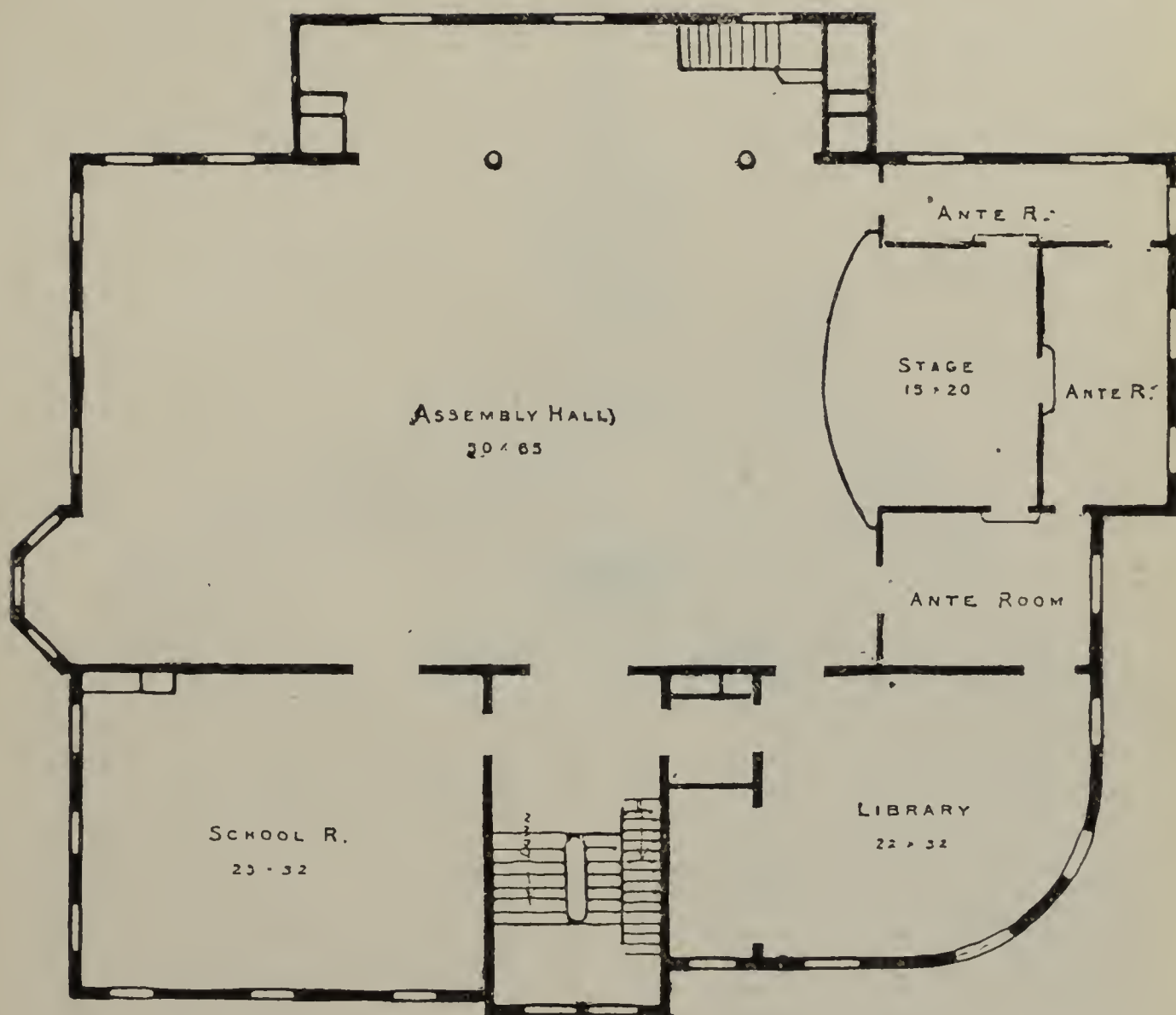


FIRST FLOOR.
MYNDERSE ACADEMY.



SECOND FLOOR.
MYNDERSE ACADEMY.

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THIRD FLOOR..
MYNDERSE ACADEMY.

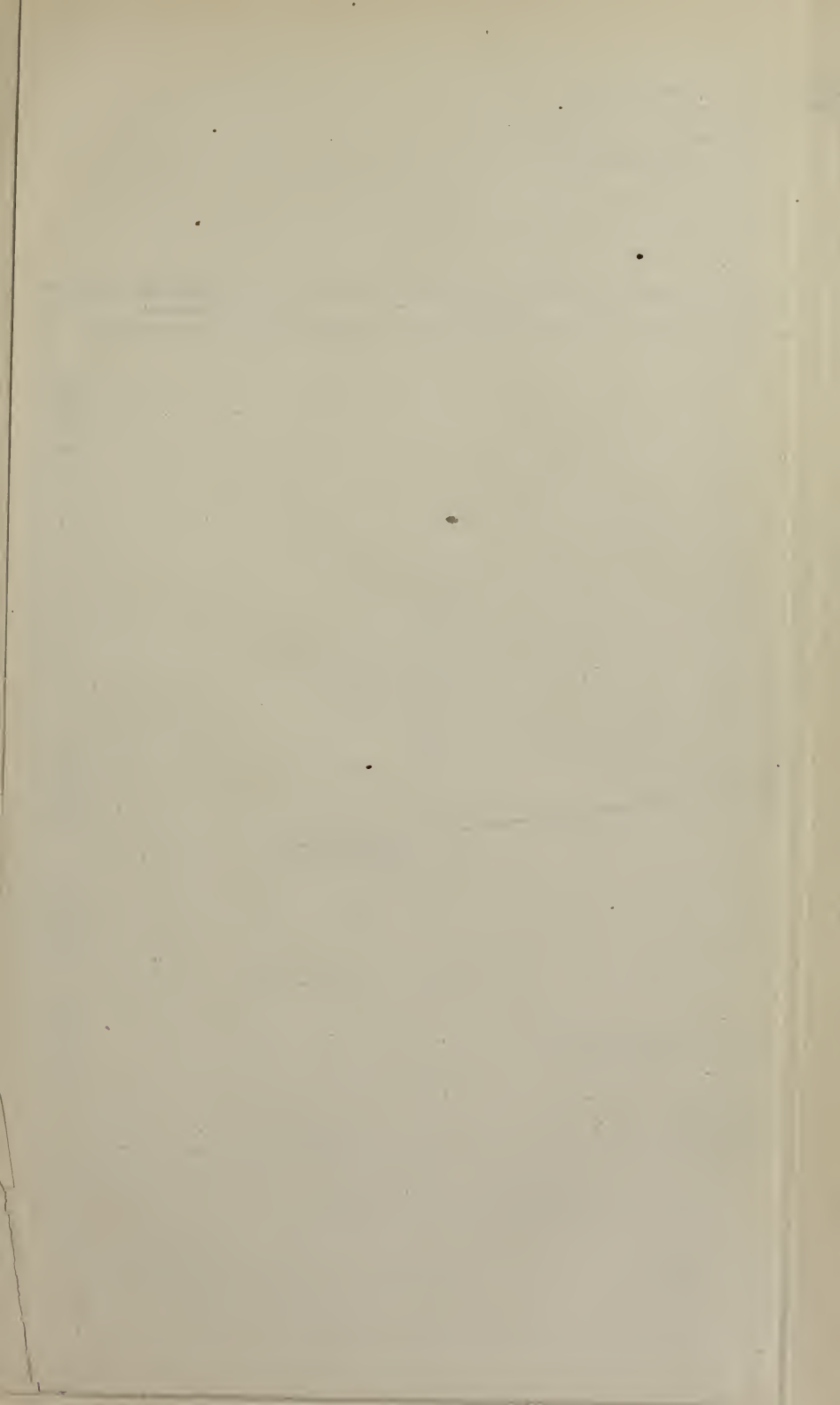
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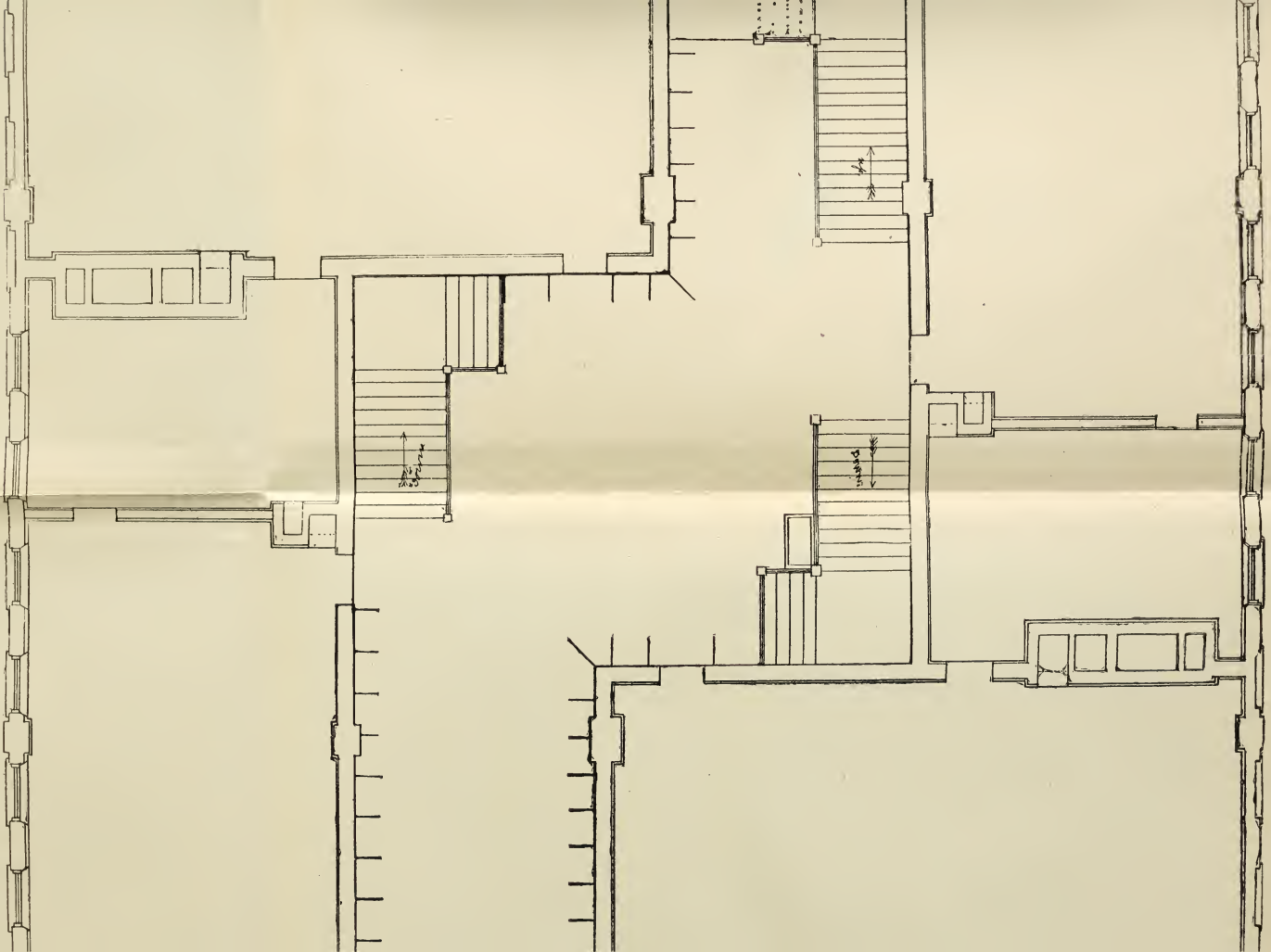
UNION FREE SCHOOL, RICHFIELD SPRINGS.

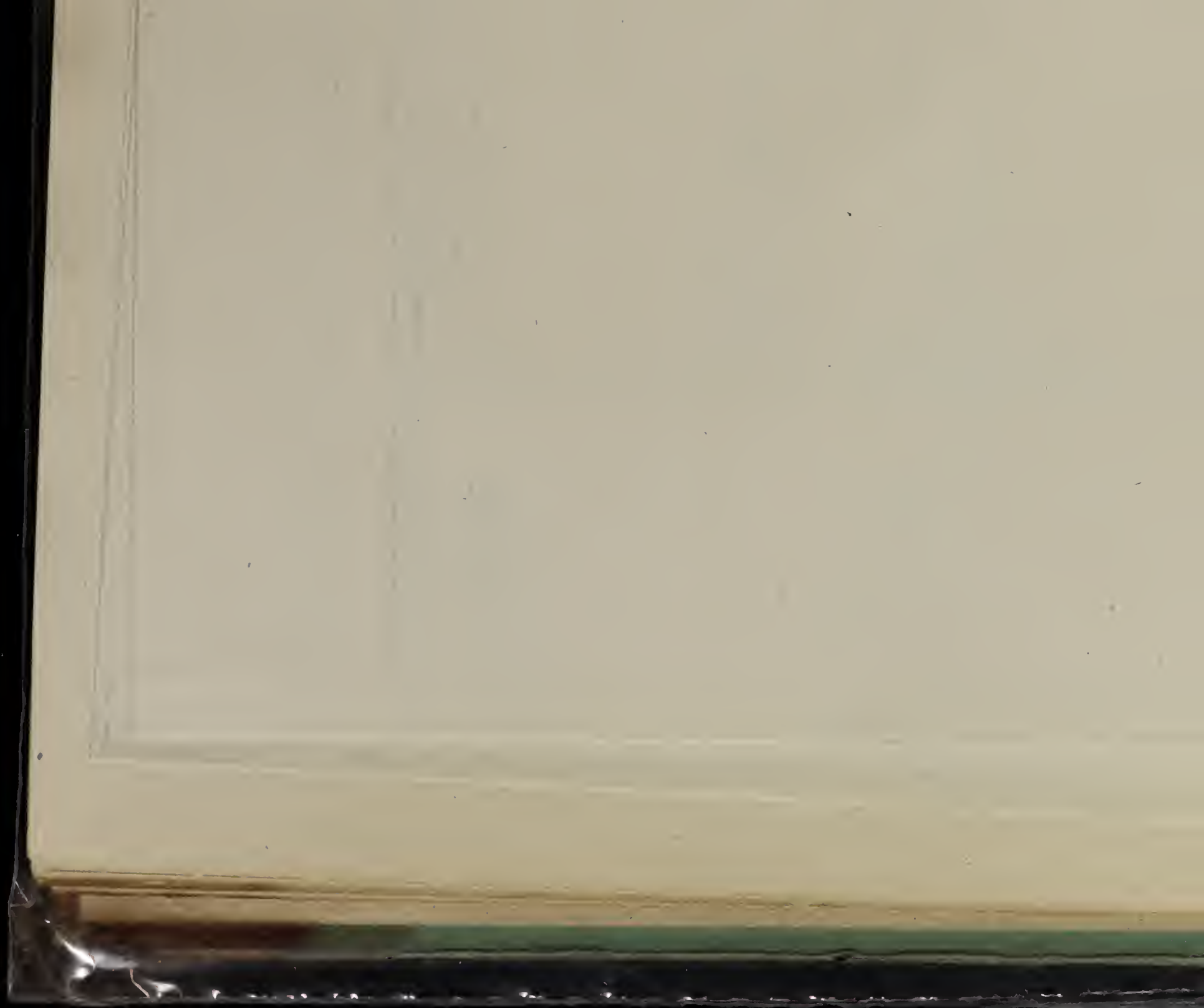
Cost of Building, \$22,060.

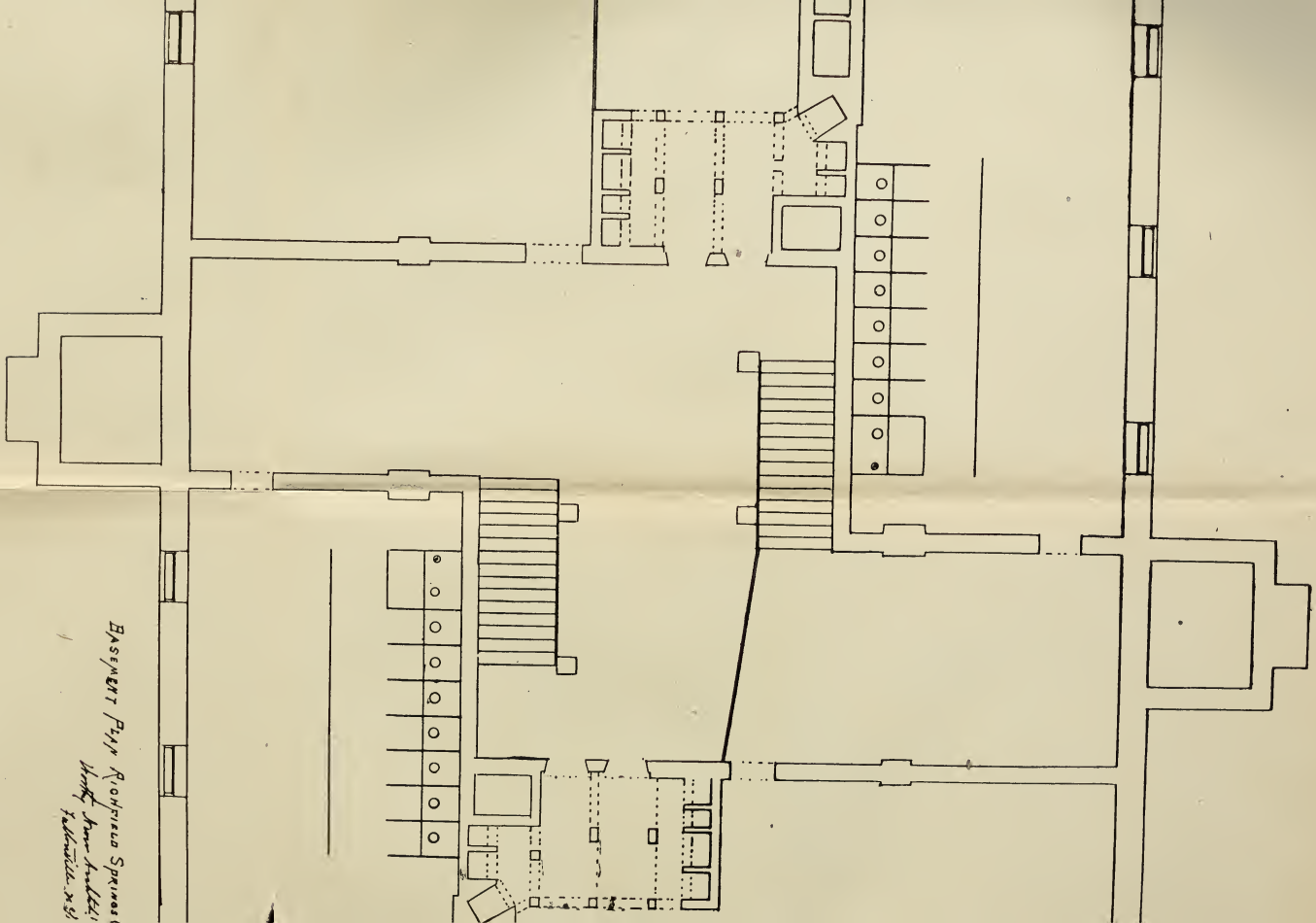
LIBRARY
OF THE
UNIVERSITY OF ALABAMA



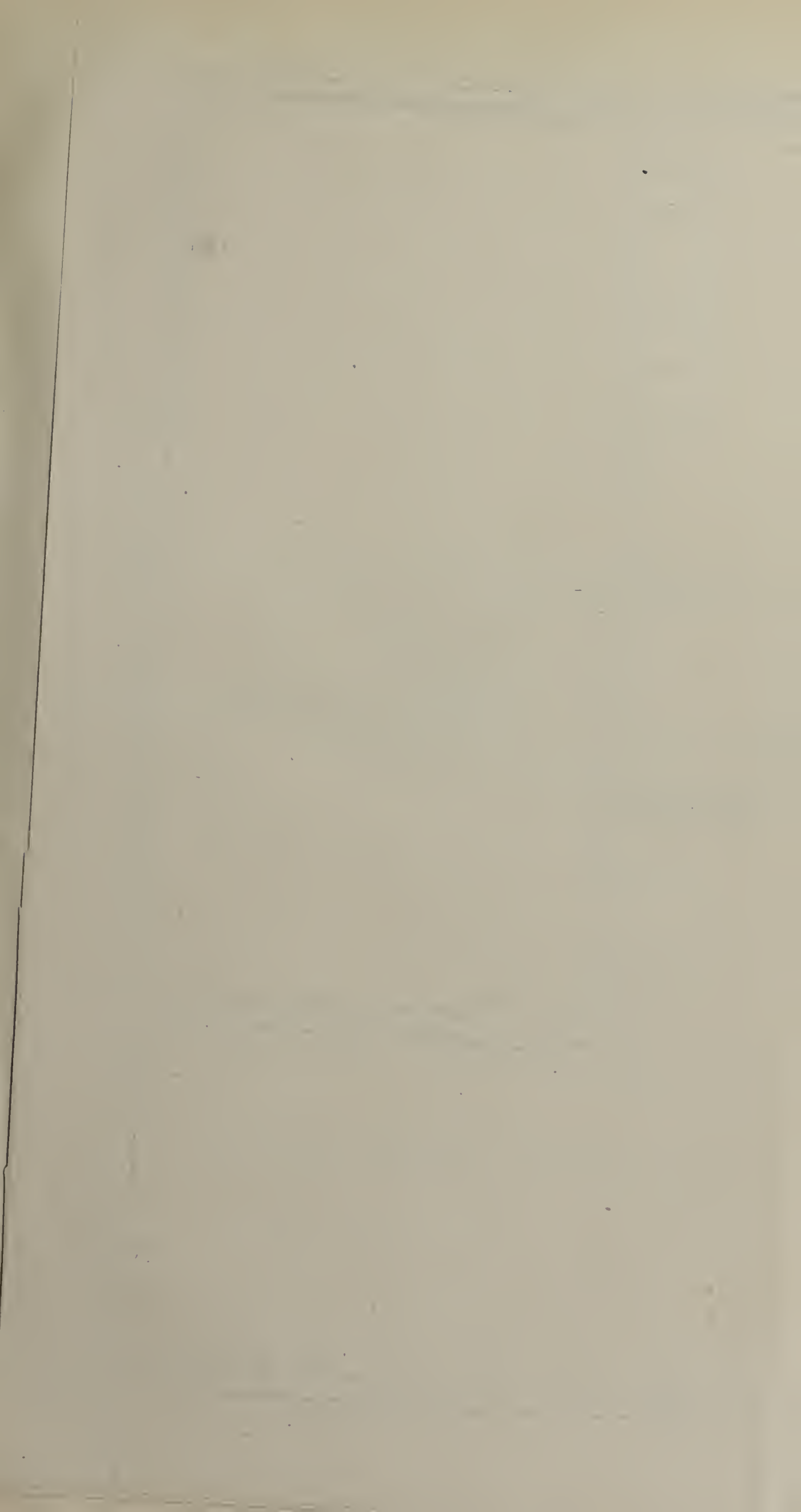
PLAN SECOND FLOOR RICHFIELD SPRINGS UNION SCHOOL BUILDING.
Henry Howe Architect, Fallsville, N.Y.



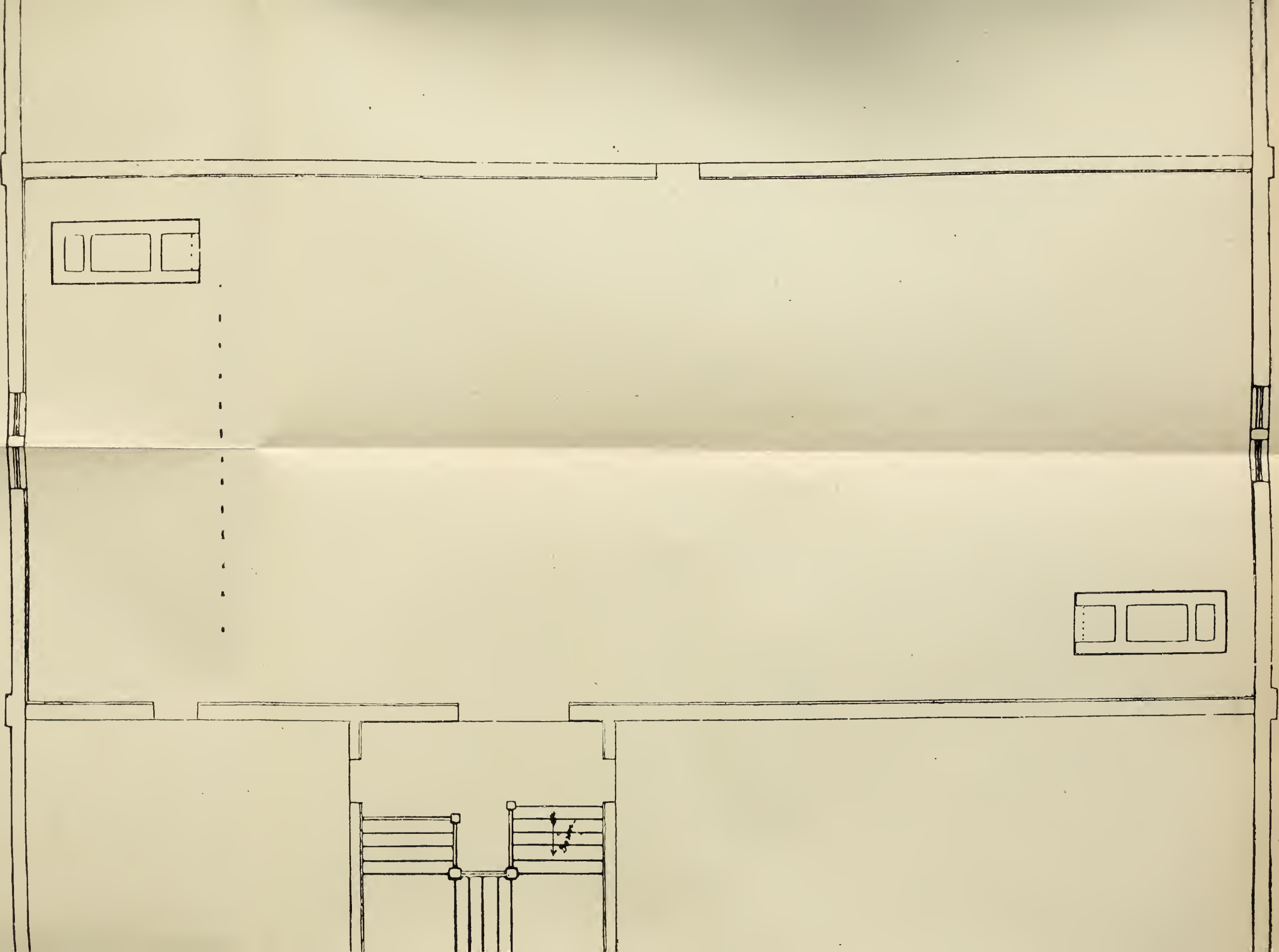




BASEMENT PLAN Roshford Springs
Hotel New Bedford
February 1911



ASSEMBLY ROOM. RICHMOND SPRINGS UNION SCHOOL BUILDING.
HARRY MORSE ARCHT. FULTONVILLE N.Y.



STATE OF NEW YORK.

DEPARTMENT OF PUBLIC INSTRUCTION,

CAPITOL, ALBANY.

OFFICE REGISTER, 1887.

State Superintendent,
ANDREW S. DRAPER.

Deputy State Superintendent,
CHARLES R. SKINNER.

Law Clerk,
JAMES W. BENTLEY.

Statistical and Apportionment Clerk,
GEORGE B. WEAVER.

Financial Clerk,
TIRAS H. FERRIS.

Confidential Clerk and Stenographer,
FRANK D. SHEA.

Stenographer,
WILLIAM J. KERNAN.

Messenger,
DAVID D'L. McCULLOCH.

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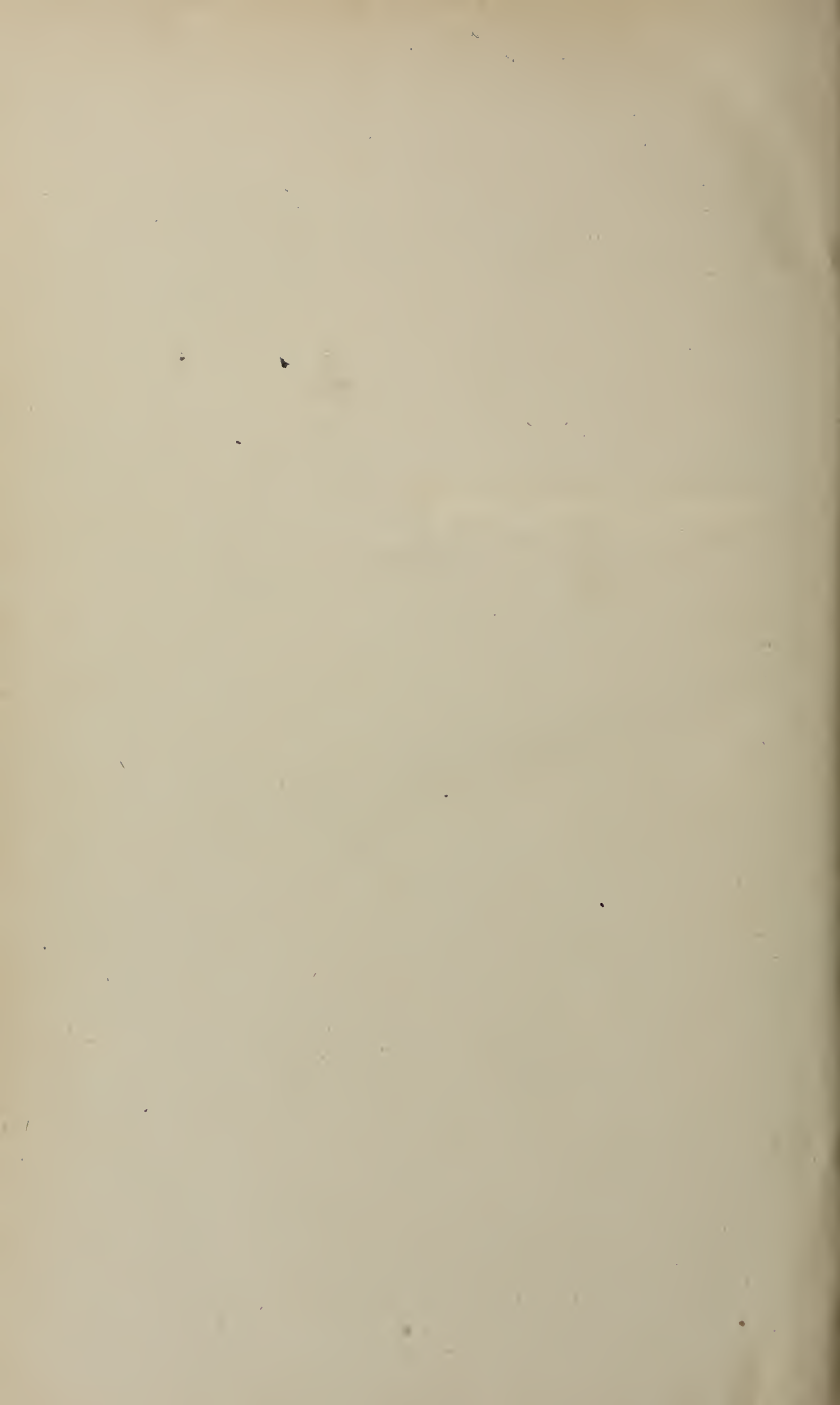
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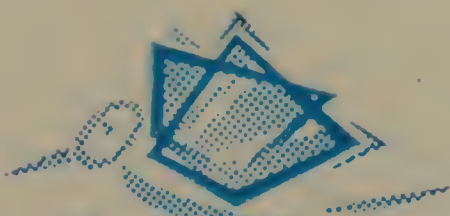
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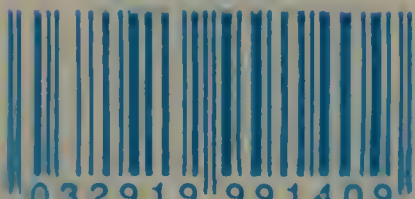




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